

BY-LAWS
OF
TRUTH ACADEMY STEAM CHARTER SCHOOL

Article I
General Provisions

- 1.1 Charter:** The name of the Sponsoring Corporation shall be Shades of Elegance (a non-profit corporation), sponsor of Truth Academy STEAM Charter School.
- 1.2 Purpose:** The purposes of the Corporation shall be set forth in the Charter granted by the State of Mississippi Department of Education as amended from time to time. The Charter is hereby made a part of these By-Laws, and the powers of the Charter School and of its Board of Directors, and all matters concerning the conduct and regulation of the affairs of Truth Academy STEAM Charter School (TASCS), shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling. All references in these By-Laws to the Charter shall be construed to mean Truth Academy STEAM Charter School as from time to time amended.
- 1.3 Location:** The principal office of Truth Academy STEAM Charter School shall be located in a building located in Drew, Mississippi. The Board of Directors may change the location of the principal office provided that no such change shall be effective until appropriate certificates or other documents are filed with the Mississippi Department of Education.
- 1.4 Fiscal Year:** Except as from time to time otherwise determined by the Board of Directors, the fiscal year of the School shall be from September 30th to October 1st in accordance with federal government timelines.
- 1.5 Seal:** The common seal is, and until otherwise ordered and directed by the Board of the Directors shall be an impression upon paper bearing the name of Truth Academy STEAM Charter School and such other devise or inscription as the Board of Directors may determine.

Article II
Board of Directors

- 2.1 Powers:** The Board of Directors shall oversee the affairs of Truth Academy STEAM Charter School and shall exercise all the powers of the school, except as otherwise provided by law, by the Charter, or by these By-Laws. The Board of Directors also has the authority to approve contracts and annual budgets. The Board of Directors reserves to itself alone the power (i) to purchase or sell real property, (ii) to pledge, assign, create

to itself alone the power (i) to purchase or sell real property, (ii) to pledge, assign, create liens on or security interest in the real property of Truth Academy STEAM Charter School (iii) to establish or modify investment policies, (iv) to appoint or remove the School Director(s), administrators, faculty, staff or anyone or entity rendering service on behalf of Truth Academy STEAM Charter School and (v) to delegate, from time to time, powers to Truth Academy STEAM Charter School's Principal/or Executive Director in accordance with these By-Laws except as otherwise provided by law or by the Charter.

- 2.2 Number of Directors:** The Board of Directors at their annual meeting, which shall take place on the third Friday of month of June shall fix the number of Board Directors, which shall be no less than five nor more than nine individuals (excluding *ex-officio* and honorary members). The Board of Directors may include, but not limited to a parent/guardian representative, interested members of the community, a faculty representative, Executive Director, and the School's Principal. The Executive Director, the school Principal, the faculty representative, and the parent representative, respectively, shall serve as *ex-officio* members without power to vote.
- 2.3 Term of Office of Directors:** The term of office of a Director shall be three years. Each elected Director shall hold office until such time a Director dies, resigns, or is removed, becomes disqualified or until his or her successor is elected and qualified. Terms of office shall be staggered and each group shall be nearly equal in number as a Director may serve for two consecutive terms and shall be eligible for re-election to the Board after a one-year hiatus or at the pleasure of the Board, if longer terms are desired. The term of office of the faculty representative as a Director shall be two years.
- 2.4 Election of Directors:** The initial Directors shall be elected by the Incorporators and thereafter by the Board of Directors at any meeting of the Board. A Director(s) elected to fill an unexpected term shall have tenure only to the end of such term.
- 2.5 Resignation and Removal:** Any Director may resign by delivering a written resignation to the Chairman or Secretary of the TASCs Board of Directors at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Director(s), TASCs Board formally encourages Directors intending to resign or to decline nomination to provide at least 30 days advance written notice of the same time. A Director may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors. Any Director may be removed from office by an affirmative vote of a majority of the Directors in office.
- 2.6 Vacancies:** Any vacancy on the Board of Directors may be filled by vote of a majority of the Board of Directors then in office. The Board of Directors may exercise all their powers notwithstanding the existence of one or more vacancies on the Board.

Article III Meeting of the Directors

- 3.1 Open Meeting Law:** All meetings of the Directors shall be conducted in accordance with Mississippi General Laws, as amended from time to time, or any successor statute. Except otherwise permitted by law, (i) no quorum of the Board of Directors shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter (ii) no executive session shall be held until (a) the Board of Directors shall have first convened in an open session for which notice shall be given in accordance with law, (b) a majority of the Directors at such meeting shall have voted to go into executive session, (c) the vote of each Director shall have been recorded on a roll call vote and entered into the minutes, and (d) the Chairman (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Directors shall reconvene after the executive sessions. Executive session may be held only for purposes permitted by law.
- 3.2 Regular and Special Meetings:** Regular meetings of the Board of Directors may be held at such times as the Board may determine, at least four times annually. Special meetings may be called by the Chairman at any time and shall be called by the secretary or his or her designee upon written application of two or more voting members of the Board of Directors.
- 3.3 Meetings Using Communication Equipment:** Unless otherwise provided by law of the Charter, Directors may participate in a meeting of the Board of Directors by means of which all persons participating in the meeting can hear one another at the same time, and participation by such means shall constitute presence in person at a meeting.
- 3.4 Annual Meeting:** The Directors shall meet annually in the month of June at the principal office of the School or at such place, within or without the state of Mississippi and at such time as the Board of Directors shall determine, except that such date shall not be a legal holiday. The governing body (Board of Directors) shall conduct at least one annual board training course and shall provide documentation of such training to the chartering authority. The Training course shall be certified by the Mississippi Charter School Authorizer Board. If the annual meeting is not held in a specified month, the Directors may hold a special meeting in the place thereof, and any business transacted or elections held at such meetings shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time and place of any such meeting shall be mailed to all Directors at their usual or last known business or home address not less than seven (7) days prior to the date of the annual meeting.
- 3.5 Quorum:** A majority of the Directors then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Directors at which a quorum is present, the vote of a majority of those Directors present shall decide any matters unless the Charter, the By-Laws, or any applicable law requires a different vote.

- 3.6 Notice of Meeting:** Public notice of meetings shall be given as required by law. Notice of date, time, and place of all regular and special meetings of the Directors shall be given to each Director by the Secretary or, in case of death, absence, incapacity or refusal of the Secretary, by the officer or one of the Directors calling the meeting. Such notice shall be given to each Director in person, by mail, telephone telegram, facsimile transmission, or electronic mail sent to such Director's usual or last known contact information at least 7 days in advance, unless shorter notice is adequate under the circumstances. Except as required by law, notice of any meeting of the Directors need not be given: (i) to any Director who, either before or after the meeting delivers a written waiver of notice by Director (or the Directors attorney thereunto authorized), which is filed with the records of the meeting; or (ii) to any Director who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charter, or these By-Laws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is (i) the amendment or revision of any provision of the Charter or these By-Laws or (ii) the removal of a Director or an officer.

Article IV Officers of the Board

- 4.1 Number and Qualifications:** The officers of TASCs Board of Directors shall be Chairman, Vice Chairman, Secretary, Treasurer, Sergeant-at-Arms, and such other officer, if any, as Board of Directors may determine. An individual may hold more than one office at the same time, except that as Chairman and Secretary.
- 4.2 Election and Tenure:** The Chairman, Vice Chairman, Secretary, Treasurer, and Sergeant-at-Arms shall be elected annually by the Board of Directors at the annual meeting. Other officers, if any, may be elected by the Board of Directors at any time. Officers of the Board of Directors are elected to one-year terms. The fact that an individual is currently serving in any office shall not create any presumption that such individual shall be nominated for such office in any subsequent year. If the office of Chairman, Vice Chairman, Secretary, or Treasurer, becomes vacant, the Directors shall elect a successor. If any other office becomes vacant, the Directors may elect a successor. Each such successor shall hold office for the unexpired term and, in the case of the Chairman, Vice Chairman, Secretary, Treasurer, or Sergeant-at-Arms until a successor is chosen and qualified, or in each case, until the officer dies, resigns, is removed, or becomes disqualified.
- 4.3 Resignation and Removal:** Any officer may resign by delivering a written resignation to the Chairman or Secretary of the Truth Academy STEAM Charter School Board of Directors at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. Any officer may be removed from office with or without cause by an affirmative vote of a majority of the Directors then in office. Any officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors.

- 4.4 Chairman and Vice Chairman:** The Chairman shall preside at all meetings of the Board of Directors, except as the Directors otherwise determine. The Chairman shall have such other duties and power as the Board of Directors or Executive Committee shall determine. With the approval of the Executive Committee, the Chairman shall appoint all Standing and Special Committees for any purpose. The Chairman may call meetings of the Executive Committee, and shall call such meetings at any time at the written request of two members of the Executive Committee. In the absence of the Chairman, or if at any time the office of the Chairman is vacant, the Vice Chairman may discharge any or all of the duties of the Chairman including the Chairman's functions as a member and chair of the Executive Committee.
- 4.5 Treasurer:** Subject to the direction and control of the Board of Directors, the Treasurer shall serve as Chair of the Finance Committee and shall have general Oversight of the financial affairs of Truth Academy STEAM Charter School. The Treasurer shall provide quarterly reports to the Board of Directors on the financial condition and affairs of the school, and shall oversee all filings required by the State of Mississippi, the Internal Revenue Service, and other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Directors.
- 4.6 Secretary:** The Secretary shall record and maintain records of all proceedings of the Directors in a book or series of books kept for that purpose and shall give such notices of meetings of Directors as are required by the Board, these By-Laws, or by law. The Secretary shall distribute to the members of the Board of Directors, copies of any minutes of the prior meetings for approval. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Directors. The Secretary shall be a resident of the State of Mississippi.
- 4.7 Sergeant-at-Arms:** The Sergeant-at-Arms ensures compliance as it relates to adherence to the bylaws, the code of conduct, the conflict of interest doctrine, Robert's Rules of Order, etc. In other words, the Sergeant-at-Arms is TASCs Board's "keeper of the laws." The Sergeant-at-Arms shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Board of Directors.
- 4.8 Other Officers:** Other officers shall have such duties and powers as may be designated from time to time by the Directors.

Article V Committees

- 5.1 Appointment and Duties:** The Board of Directors shall annually appoint such standing and special committees as the Board may deem proper and prescribe their membership, powers and duties. The Board of Directors, or Chairman acting under the authority of the Board, may appoint such other boards and committees as the Board may deem necessary.

- 5.2 Standing Committee:** Standing Committees of the Board may include, but are not limited to the Executive Committee, the Operations Committee, the Human Resource Committee, and the Finance Committee. Each Committee Member shall hold office for two years and until a new Committee Member is appointed.
- 5.3 Executive Committee:** The Executive Committee shall consist of not less than four or more than eight Directors, and may include the Chairman, Vice Chairman, Treasurer, Secretary, Executive Director *ex-officio*, and the School Leader (Principal) *ex-officio*. The Chairman shall be the Chairman of the Executive Committee. A majority of the members of the Executive Committee shall have power to do all things deemed by them necessary for or conducive to the welfare of Truth Academy STEAM Charter School that are not delegated to other committees or officers nor contrary to the By-Laws, or votes of the Board of Directors, or any applicable law subject to the foregoing, the Executive Committee may exercise between the meetings of the Board of Directors all the powers of the Board of Directors except the election of the Directors, the election of Chairman, Vice Chairman, Treasurer, the selection of Executive Director and Principal, or amending of the By-Laws. The Executive Committee shall make reports of their actions to the Board of Directors.
- 5.4 Human Resources Committee:** The Human Resources Committee shall interview, review hiring policies, procedures, salaries, standard practices, and recommend potential staff to the Board of Directors for approval. The Human Resources Committee also has the authority and power to discipline employees, review grievance and post job openings. The committee will consist of five Board Members.
- 5.5 Finance Committee:** The Finance Committee shall have the authority to review operating budget, review financial statements, monitor revenues/expenditures, propose annual financial plan, reports, and procedures. The Finance Committee also has the power to recommend an audit committee and CPA firm for annual financial review. The committee will consist of five Board Members.
- 5.6 School Operations and Leadership Committee:** The School Operations and Leadership Committee will focus on Truth Academy STEAM Charter School Operations, including academic, leadership and facilitation. The School Operations and Leadership Committee will work directly with the School Leader (Principal). This Committee will consist of five Board Members, Principal *ex-officio* and Executive Director *ex-officio*.
- 5.7 Governance:** The Governance Committee handles policies and procedures, nominations of the board members and board governance.
- 5.8 Executive Director:** Truth Academy STEAM Charter School's Executive Director may be an *ex-officio* member of all committees.
- 5.9 The School Principal:** Truth Academy STEAM Charter School's Principal may be an *ex-officio* member of all Standing and Special Committees.

Article VI Executive Director

- 6.1** **Appointment:** The Truth Academy STEAM Charter School Board of Directors shall appoint an Executive Director.

Duties: The Executive Director shall serve as a liason between the school and the governing board as well as the School's Chief Academic Officer. The Executive Director shall report to the TASCs Board of Directors, the Charter Management Organization (CMO), Mississippi Charter School Authorizer Board (MCSAB), and the State of Mississippi.

Article VII The School Principal

- 7.1** **Selection:** The School Leader (Principal) of Truth Academy STEAM Charter School oversees the day-to-day operations of the school site and may be an *ex-officio* member of all Standing and Special Committees. The Principal shall be appointed by the Board of Directors and shall serve at the pleasure of the Board of Directors and the Executive Director, who shall conduct an annual evaluation of the Principal. The Principal shall report directly to the Executive Director.

Duties: The Principal shall prepare academic plan for submission to the board. He/She shall have general management of the artistic, academic, and administrative operations of Truth Academy STEAM Charter School and shall prescribe and direct the course of study, the discipline to be observed, the assessment of student performance, and shall be responsible for all required reporting of the State of Mississippi. The Principal shall prepare annual budget for submission to the Board. The Principal shall employ and discharge all personnel, prescribe their maximum limits and term of office, established by the Board of Directors, and shall conduct annual reviews of all personnel.

Article VIII Compensation and Personal Liability

- 8.1** **Compensation:** In accordance with Mississippi's Conflict of Interest Laws (34 CFR 74.42-74.44 and 80.36), no Director shall receive compensation for services rendered as a Director. Notwithstanding the foregoing, any Director may receive reasonable compensation for services rendered as an employee or subcontractor of the School and any Director may, if authorized by the Board of Directors, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Director for school business or to represent the school. Any Director must make full disclosure to other members of the Board of any compensation received.

- 8.2 **Personal Liability:** TASCs Board of Directors shall not be personally liable for any debt, liability, or obligation of the corporation or charter school. All persons, corporations, or other entities extending credit to, contracting with, or having any claims against the corporation or the school may look only to the fines and property of the school for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or any such contract or claim, or for the payment of any debt, damages, judgment or decree, or any money that may otherwise become due or payable to them from the school.

Article IX Miscellaneous Provisions

- 9.1 **Execution of Instruments:** All contracts, deeds, leases, bonds, notes, checks, drafts, and other instruments authorized to be executed by an Officer of Truth Academy STEAM Charter School, on its behalf, shall be signed by the Executive Director or the Board Treasurer, except as the Directors may generally or in particular cases, otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of Truth Academy STEAM Charter School by the Executive Director and/or the Board Treasurer, who may be one and the same person, shall be binding on the school in favor of a purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the Charter, By-Laws, resolution of votes of the school.
- 9.2 **Corporate Records:** The records of all meetings of the Board of Directors, the names and addresses of the Directors and Officers of Truth Academy STEAM Charter School, and the original or attested copies of the Charter and By-Laws of the School shall be kept in Drew, Mississippi at the principal office of the School or of the Secretary, but such corporate records need not all be kept in the same office.
- 9.3 **Guarantees and Suretyships:** Truth Academy STEAM Charter School shall make no contracts of guarantee or suretyship.
- 9.4 **Fiscal Year:** Truth Academy STEAM Charter School fiscal year shall be September 30 to October 1.

Article X Amendments

These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of a majority of Directors then in office, at any meeting of Directors or special meeting of the Directors; provided, however, that at least seven (7) days advance notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the new By-Laws any be adopted, will be proposed.

Article XI Indemnification

- 11.1 Generally:** Truth Academy STEAM Charter School shall, to the extent legally permissible and only to the extent that the status of the School as exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code is not affected thereby, indemnify each person who may serve or who has served at any time as a Director, Treasurer, Secretary, or other officer of the school, each person who may serve or has served at the request in a capacity with respect to any employee benefit plan (collectively, “Indemnified Officers” or individually, “Indemnified Officer”), against all expenses and liabilities, including without limitation, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative, or investigate(a “proceeding”) in which an Indemnified Officer may become involved by reason of serving or having served in such capacity(other than a proceeding voluntarily initiated by such person unless a majority of the full Board of Directors authorized the proceedings) provided, however, that no indemnification shall be provided to such Indemnified Officer who shall have been finally adjudicated in any proceeding (a.) to have breached the Indemnified Officer’s duty of loyalty to the school, (b.) not to have acted in good faith in any or proceeding voluntarily initiated by such person having served in such capacity, in the reasonable belief that such Indemnified Officer’s action was in the best interest of the School, (c.) to have engaged in intentional misconduct or a knowing violation of law, or (d) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit, and further provided, that any compromise or settlement payment shall be approved by the School in the same manner as provided below for the authorization indemnification. Any person who at the request of Truth Academy STEAM Charter School may serve or has served another organization or any employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interest of such organization or in the best interest of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the Truth Academy STEAM Charter School.
- 11.2 Advances/Repayment:** Such indemnification may, to the extent authorized by the Board Directors of the School, include payment by the Truth Academy STEAM Charter School of expenses, including attorney’s fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt or an undertaking by the Indemnified Officer to repay such payment if not entitled to indemnification under this Article which undertaking may be accepted without regard to the financial ability of such Indemnified Officer to make repayment.
- 11.3 Authorization:** The payment of any indemnification or advance shall be conclusively deemed authorized by the School under this Article, and each Director and officer of the school approving such payment shall be wholly protected if:

- (i) The payment has been approved or ratified (1) by a majority vote of the Directors who are not at that time parties to the proceeding or (2) by a Majority vote of a committee of two or more Directors who are not at that time parties to the proceeding and are selected for this purpose by the full Board (in which selected Directors who are parties may participate); or
- (ii) The action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to Truth Academy STEAM Charter School appointed for the purpose by vote of the Directors in the manner specified in the clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the Directors then in office; or
- (iii) The Directors have otherwise acted in accordance with the standard of conduct applied to Directors under the Mississippi statutes, as amended from time to time;
- (iv) A court having jurisdiction shall have approved the payment.

- 11.4 Heirs, Executors and Administrators:** The indemnification provided hereunder, shall insure to the benefit of the heirs, executors and administrators of the estate of any Indemnified Officer entitled to indemnification hereunder.
- 11.5 Non-Exclusive Rights:** The right of indemnification provided hereunder shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Article shall affect any rights to indemnification to which Truth Academy STEAM Charter School employees, agents, Directors, officers and other persons may be entitled to by contract or otherwise under law.
- 11.6 Adverse Amendments:** No amendment or repeal of the provisions of this Article which adversely affects the right of an Indemnified Officer under this omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.
- 11.7 Employees and Agents:** To the extent legally permissible and only to the extent that the status of Truth Academy STEAM Charter School as exempt federal income taxation under Section 501(c)(3) of the code is not affected thereby, the School may indemnify any employee or agent of the school to the extent authorized by the Board of Directors by an affirmative vote of a majority of the Directors entitled to vote. The forgoing provisions of the Article shall apply to any indemnification of any employee or agent under this Article 11.7.

**Truth Academy STEAM Charter School
Public Charter School Board Member
Code of Ethics Policy**

Requirements for the Code of Ethics for each charter school Board of Directors member.

Each charter school board of trustees shall:

1. Discuss the Code of Ethics for Charter School Board Members at a regularly scheduled public meeting annually;
2. Adopt policies and procedures regarding the training of charter school Board of Directors members in understanding the Code of Ethics; and
3. Provide documentation pursuant to (b) below that each member of the charter school board of trustees has received and reviewed the Code of Ethics.
4. Each member of the charter school Board of Directors shall sign acknowledgement of receipt of the Code of Ethics for School Board Members. This acknowledgement of receipt requires each charter school board of trustee member to read and become familiar with the Code of Ethics.

Preamble

We, as members of our public charter school, representing all the residents of our school's community, believe that:

- Striving toward ideal conditions for effective school board service to our community, in a spirit of teamwork and devotion to public education, is the greatest instrument for preserving and perpetuating our representative democracy.
- The future welfare of our community, state and nation depends upon the quality of education we provide in the public charter school.
- In order to maintain a free and strong country, our civic obligation to the community, state and nation is to maintain free and strong public schools in the United States of America, without surrendering our responsibilities to any other person, group or organization.
- Boards of school directors share responsibility for ensuring a "thorough and efficient system of public education" as required by the Mississippi Constitution of 1890; Section 2541 of Mississippi Code Annotated §§25-4-101 et seq. (1972).
- Our fellow residents have entrusted us with the advocacy for and stewardship of the education of the youth of our community.
- The public expects our first and greatest priority to provide equitable educational opportunities for all youth.

Accordingly,

- The community should be provided with information about its schools and be engaged by the board and staff to encourage input and support for the charter school(s).
- Devoting time, thought and study to our duties and responsibilities as school board members is critical for rendering effective and credible service.
- Board members should work together in a spirit of harmony, respect and cooperation,

despite differences of opinion.

- Personal decisions should be based upon all sufficient facts, we should vote our honest conviction without partisan bias, and we will abide by and uphold the majority decision of the board.
- Individuals have no legal authority outside the meetings of the board, and should conduct their relationships with all stakeholders and media on this basis.
- We will not use our positions as school board members to benefit ourselves or any individual or agency.
- School boards must balance their responsibility to provide educational programs with the need to be effective stewards of public resources.
- We should recognize that the primary responsibility of the board is to adopt policies by which the school is to administer.
- We should respect that the executive director and school principal and their staff are responsible and accountable for the delivery of the educational programs and the conduct of school operations.
- Communication with all stakeholders and the media should be conducted in accordance with board policy.

To promote student growth and achievement the charter school, all board members will comply with this code of ethics by operating within the following capacities:

Advocates for a thorough and efficient system of public education by:

- a. Promoting public education as a keystone of democracy.
- b. Engaging and promoting community support by seeking input, building support networks and generating action.
- c. Allocating resources in a manner designed to facilitate student achievement consistent with school's goals and plans.
- d. Maintaining legislative awareness and communicating with members of local, state and federal legislative bodies.
- e. Ensuring strong management of the school by hiring, setting goals with and evaluating the executive director.
- f. Employing qualified staff to meet student and program needs.

Models responsible governance and leadership by:

- a. Remaining current with changing needs and requirements by reviewing educational literature, attending professional development opportunities prior to board service and continuously during board service, and preparing to make informed decisions.
- b. Interacting with school officials in other districts and using resources provided by organizations and agencies committed to effective governance and management of public charter schools.
- c. Leading with respect and taking full responsibility for board activity and behavior.
- d. Engaging all community stakeholders.
- e. Complying with board policy and all applicable local, state and federal laws and regulations.
- f. Operating as a collective board in making decisions.

- g. Participating in annual board retreats.

Governs through policy by:

- a. Seeking input from stakeholders and following an established procedure for consideration.
- b. Regularly reviewing and, as necessary, revising and adopting board policy.
- c. Delegating to the executive director responsibility for implementation of board policy.
- d. Ensuring public access to adopted board policy.
- e. Purposefully linking its actions to applicable board policies.

Ensures that effective planning occurs by:

- a. Adopting and implementing a collaborative strategic planning process, including regular reviews.
- b. Setting annual goals that are aligned with the strategic plan.
- c. Linking board actions to the strategic plan.
- d. Adopting a financial plan that considers short-term and long-term needs.
- e. Adopting professional development plans for board and staff.
- f. Adopting a plan to ensure evaluation of student growth and achievement using relevant data.
- g. Adopting a master facilities plan conducive to teaching and learning.
- h. Adopting a plan for curriculum review and development.

Monitors results by:

- a. Using data appropriately to make informed decisions.
- b. Ensuring effective practices for evaluation of staff, programs, plans and services.
- c. Evaluating its' own performance.
- d. Assessing student growth and achievement.
- e. Evaluating the effectiveness of the strategic plan.

Communicates with and engages the community by:

- a. Distributing relevant information about the district.
- b. Providing methods of communication to the board and appropriate staff.
- c. Seeking input through a variety of methods.
- d. Including stakeholders in all communications.

Standard No. 1

Board members shall not engage in activities that harm the organization, students, or profession.

Guidelines

- a. Members shall subscribe to and become advocates for the mission and goals of the organization.
- b. Members shall conduct their personal and professional lives recognizing that their actions represent the organizations by which they represent.
- c. Members shall respect the wishes and needs of constituents, and do nothing that would

negatively impact their social, professional, or economic wellbeing.

Examples of Unethical Practices

1. Conveying false or exaggerated information.
2. Neglecting to complete a transaction involving a contribution or pledge as promised.
3. Ignoring unethical practices of others and not reporting same to organizational leadership or appropriate authorities.
4. Making public comments that are derogatory about leadership or organizational activities.

Standard No. 2

Board members shall not engage in activities that conflict with their fiduciary, ethical, and legal obligations to their organizations and their clients.

Guidelines

- a. Board members shall take care to assure that all legally binding gift planning obligations they propose are prepared or approved by qualified legal counsel.
- b. Board members shall urge their clients to seek independent, qualified counsel in regard to any legal or fiduciary obligation that a member proposes.
- c. Board members shall make every reasonable effort to assure that their organization's fiduciary obligations are held to the highest ethical standards and conform to applicable law.
- d. Board members shall make every reasonable effort to assure that third party organizations that are appointed to carry out fiduciary obligations on behalf of the school are held to the highest ethical standards.

Examples of Unethical Practices

1. Failing to seek legal counsel in the drafting of legal contracts that are proposed to others.
2. Failing to urge others to seek independent legal and/or professional tax counsel in regard to planned giving arrangements.
3. Ignoring known illegal practices of the member's organization.
4. Encouraging others to engage in unethical or illegal transactions.

Standard No. 3

Board members shall effectively disclose all potential and actual conflicts of interest; such disclosure does not preclude or imply ethical impropriety.

Guidelines

- a. Board members establish a clear understanding between themselves and the organization regarding the extent to which members are permitted to engage in outside business ventures.
- b. Board members disclose if they or a member of their immediate family have a material interest in a current or potential vendor's firm.

- c. Board members disclose any formal relationship they may have with a firm, including relationships formed with that firm through previous employment.
- d. Board members encourage the organization to adopt policies on conflict of interest.
- e. Board members understand that effective disclosure includes the sharing of sufficient information to adequately explain the facts so that persons or entities that might be affected by such possible conflicts of interest can make informed decisions.
- f. Board members understand the provisions of the IRS "Intermediate Sanctions" regulations in the U.S., or their equivalent in other countries, that apply to persons associated with nonprofit organizations that might also benefit from business or commercial arrangements with the charter school.

Example of Unethical Practices

- 1. Holding an ownership interest in a vendor firm that provides products to the organization without reporting such interest to the charter school board leadership.

Standard No. 4

Board members shall not exploit any relationship with a donor, prospect, volunteer, or employee for the benefit of the member or the member's organization.

Guidelines

- a. Exploitation in this context includes:
 - 1) Taking advantage of or making use of, another person for one's own ends;
 - 2) Encouraging another person to take action that is to the person's disadvantage or to the disadvantage of that person's family; and,
- b. Encouraging another person to action that would seem, to the reasonable person, contrary to the best interest(s) of the person so encouraged.

Examples of Unethical Practices

- 1. Influencing a donor, prospect, volunteer or employee to arrange his or her affairs so that the board member may personally benefit.
- 2. Manipulating a donor, prospect, volunteer, or employee who is vulnerable because of age, handicap, infirmity, illness or emotional or physical impairment or dependence to arrange his or her affairs so that the board member or member's organization becomes a beneficiary of the individual's estate or financial support plans.
- 3. Assuming the role of personal friend, confidant or caretaker in order to influence an individual to include the member or the member's organization in the individual's estate or financial support plans.
- 4. Accepting a gift of more than token value from a donor or financial supporter who became known to the board member as a consequence of a member's current or past employment.
- 5. Accepting a bequest from a donor who became known to the member as a consequence of their current or previous employment.
- 6. Using, or threatening to use, information detrimental to any person to coerce someone into any action that the individual would not otherwise willingly undertake.
- 7. Using, or threatening to use, status, position or power to coerce someone into any action

that the individual would not otherwise willingly undertake.

8. Failing to provide on a regular basis, but not less than annually, information to donors who have made an open-ended pledge payable through electronic funds transfer, preauthorized checking, or similar program, which information discloses the status of the pledge and the procedure to change or cancel the obligation.

Standard No. 5

Board members shall comply with all applicable local, state, provincial, and federal civil and criminal laws.

Guidelines

- a. Board members recognize that compliance with applicable laws and regulations is a clear standard. Nevertheless, laws regarding fundraising are proliferating, and ethical practitioners, remembering the admonition that ignorance of the law is no excuse, must be alert to new laws.
- b. Members consult the legal counsel involved with their own organizations. Most nonprofit organizations have access to legal counsel, either paid or volunteer.

Examples of Unethical Behavior

1. Having knowledge of a law or regulation, knowing the charter school is not in compliance, and choosing to ignore possible remedial action.
2. Completing reports that are a part of regulatory requirements inaccurately or in such a way as to distort revenues and expenditures.
3. Having knowledge of legal requirements for vendor selection practices and failing to comply.

Standard No. 6

Board members shall protect the confidentiality of all privileged information relating to the school, school staff and student information.

Guidelines

- a. Ensuring that all legal requirements concerning privacy, confidentiality and privileged information concerning the school, school staff and student information, as well as these ethical standards, are adhered to.
- b. Board members are organizationally required by the code, to ensure that employees uphold these standards.
- c. Board members are expected to adopt and operate within the written policies governing confidentiality of privileged information.

Examples of Unethical Behavior

1. Using privileged information for purposes other than those specified by law or explicitly approved by the protected party.
2. Failing to take reasonable steps within a member's control to protect privileged

information from unauthorized use or disclosure.

3. Failing to comply with the confidentiality standards set forth by this code while adhering to the strict reading of applicable law.

Standard No. 7

Board members shall take care to ensure that funds raised through contributions and fundraising events are used in accordance with the predetermined intentions.

Guidelines

- a. Board members ensure that proper documentation outlining the intention and expectation of the raised funds or donation(s) is provided to all appropriate persons and organizations. This documentation, including copies of all relevant supporting materials, is made a permanent part of the records of such.
- b. Board members ensure that contributions are used if and as specified by the donor. If a donor indicates a use that is inappropriate, the board member will confer with the donor to determine an appropriate use that is in keeping with the donor's wishes and the charter school's mission. In the event that no mutually satisfactory use can be determined, the board member will offer to return the donation on behalf of the organization.
- c. Board members review documentation outlined in guideline 'a.' above on a regular basis to ensure that those responsible for administering contributed funds, continue to adhere to the donor's intentions.

Examples of Unethical Behavior

1. Deciding to change an endowed annual lecture series to biannual, and using the funds in the interim year for travel by board members to an annual meeting.
2. Accepting a contribution for a specific use, then subsequently eliminating that program and using those funds for another program within the organization without obtaining the consent of the donor.
3. Borrowing from restricted funds for purposes other than the restricted purposes.
4. Diverting into the general operating budget funds intended to cover administrative costs for the program covered by a restricted contribution.
5. Using contributed funds remaining as surplus after the restriction has been fulfilled/expired without the written consent of the donor.

Standard No. 8

Board members shall not accept compensation or enter into a contract that is based on a percentage of contributions; nor shall members accept finder's fees or contingent fees. Business board members must refrain from receiving compensation from third parties derived from products or services for a client without disclosing that third-party compensation to the client.

Guidelines

- a. Board members recognize that fundraising is a continuing practice in which present

funds received may be the results of efforts of others in previous years, and, likewise, current fundraising activities may result in future funds.

- b. Board members must not seek, pay, or accept, percentage-based compensation or commissions for obtaining philanthropic funds.
- c. Board members who offer services as proposal writers must not receive compensation calculated on a percentage of funds sought or raised (e.g., a member who drafts a grant proposal cannot receive a percentage of that grant if it is awarded).
- d. Board members must disclose fully any fees deriving from a third party vendor as a result of the referral of a client if there is a discount for the business member because of the charity aspect of the transaction.

Examples of Unethical Behavior

1. Accepting percentage-based compensation because an organization lacks sufficient budget, with the expectation that such will be converted to salary or fee when funds are available.
2. Disguising compensation as salary, fee or bonus when it is, in truth, a percentage of funds raised.
3. Accepting a compensation package in which a part is salary or fee and the balance is to be made up of a percentage of the funds to be raised.
4. As a business board member, failing to disclose to a client's compensation received from a third party through the provision of services to that client if the discount was made because the charter school was involved.

Other actions that would trigger the removal of a board member from the charter school board would include but are not limited to the following:

1. Use the organization for their personal advantage or that of my friends or relatives.
2. Discuss the confidential proceedings of the board outside the boardroom.
3. Promises on how one will vote on any issue before a meeting.
4. Interference of the duties of the schools executive staff or undermine his/her authority with staff members.
5. Criticizing fellow board members or their opinions in or outside of the boardroom.
6. Board member dishonesty to include any illegal acts.
7. Board malfeasance and/or misconduct.
8. Lack of governance or lack of responsibility toward their board appointed duties.
9. Misappropriation of school anticipated funds.
10. Violation of this ethics policy or any future ethics policies relative to the charter school.

Any board member found to be acting unethically or not in the best interest of the school can be recommended for a hearing or dismissal from the school board by the filing of a complaint by another member of the board. The board member whom the complaint was/is filed against will have the right to a hearing by the board relative to the charges brought against them by another board member. Once a complaint has been filed against a board member the following steps would be taken to resolve the issue:

- a) *Notice of Complaint:* Notice of the complaint against a board member shall be

communicated to the board member against whom the complaint has been made by the Board Chairman.

- b) *Opportunity to be Heard:* The board member against whom a complaint has been made shall have 5 working days to notify the Board Chairman of his/her desire to be heard regarding the complaint.
- c) *Appointing of a Board Committee:* Upon receiving a written complaint, the Board Chairman shall appoint a board governance committee of no less than 3 members and not more than 5 members to hear the issues regarding the complaint.
- d) *Committee Recommendation:* When the board committee has heard the evidence regarding the complaint, that body shall render a report and recommendation, based upon its finding of facts, to the full school board.
- e) *Board of Director's Decision:* The board shall deliberate and discuss the issues and render a decision regarding whether the board member shall be recommended for dismissal from the board.
- f) *Notice to Appointing Bodies:* The final decision of the Board of Directors regarding the recommendation for dismissal shall be communicated by the Board Secretary in writing to the appointing body.

Subject to Statutory Laws of Mississippi, this ethics policy shall be subject to the laws of the State of Mississippi, and any provisions of the policy that is found to be in violation of said state law shall be null and void.

The school board has established a governance committee who will be responsible for the removal process of board members. Any Director may resign by delivering a written resignation to the Chairman or Secretary of the school board at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new directors, the school board formally encourages directors intending to resign or to decline nomination to provide at least 30 days advance written notice of the same time. A Director may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors. Any Director may be removed from office by an affirmative vote of a majority of the Directors in office.

Board members are required to attend all or a majority of monthly board meetings unless a reason of family illness or meeting scheduling conflict should occur. NOTE: All board and/or committee member meetings must have a majority of members present in order to form a quorum. The board secretary will maintain attendance of all members attending regular and committee meetings.

If a board member misses 3 consecutive board meetings without informing the board secretary of the absence, then the Director will be considered to have abandoned the board position and a new Director will be elected to the position.

The Board of Directors at their annual meeting, which shall take place on the third Friday of month of June shall fix the number of Board Directors, which shall be no less than five nor more than nine individuals (*excluding ex-officio and honorary members*). The Board of Directors may include, but not limited to a parent/guardian representative, interested members

of the community, a faculty representative, Executive Director, and the School's Principal. The Executive Director, the school Principal, the faculty representative, and the parent representative, respectively, shall serve as ex-officio members without power to vote.

**Board Member Code of Ethics Policy Affirmation
Signature Page**

Board member NAME (please print)	Board member SIGNATURE	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____

School Board Membership Conflict of Interest Policy

Purpose - Public Charter Schools are subject to the provisions of Mississippi Code of 1972, Section 25-4-101 through 25-4-119 regarding conflicts of interest. Truth Academy STEAM Charter School Board seeks, through the adoption of this policy, to assure that the judgment of its board members, officers and employees will be guided by a policy that defines and prohibits inappropriate conflicts and requires disclosure of economic interests, as defined through local and state conflict of interest practices.

Areas of Regulation - State and Local Government Conflict of Interests establishes five principal areas of regulation applicable to board members, officers, and employees of the Truth Academy STEAM Charter School. These areas are as follows:

1. Special anti-nepotism rules relating to School Board members or Executive Directors of charter schools.
2. General rules governing public conduct by School Board members regarding acceptance of gifts and favors.
3. Prohibited conduct regarding contracts.
4. Required conduct regarding transactions.
5. Disclosure required from school board members

Definitions

"Advisory agency" means any board, commission, committee, or post, which does not exercise any sovereign power or duty, but is appointed by a governmental agency or officer or is created by law for the purpose of making studies or recommendations, or advising or consulting with a government agency.

"Affiliated business entity relationship" means a relationship, other than a parent-subsidary relationship, that exists when:

- a. one business entity has a controlling ownership interest in the other business entity,
- b. a controlling owner in one entity is also controlling owner in the other entity, or
- c. there is shared management or control between the business entities.

Factors that may be considered in determining the existence of an affiliated business entity relationship include that the same person or substantially the same person owns or manages the two entities, there are common or commingled funds or assets, the business entities share the use of the same offices or employees, or otherwise share activities, resources or personnel on a regular basis, or there is otherwise a close working relationship between the entities.

"Business" means any individual or entity carrying on a business or profession, whether or not for profit.

"Contract" means any agreement to which a governmental agency is a party, or any agreement on behalf of a governmental agency which involves the payment of money appropriated by the General Assembly or political subdivision, whether or not such agreement is executed in the name of the Commonwealth, or some political subdivision of it.

"Dependent" means a son, daughter, father, mother, brother, sister or other person, whether or not related by blood or marriage, if such person receives from the officer or employee, or provides to the officer or employee, more than one-half of his financial support.

"Employee" means all persons employed by a governmental or advisory agency.

"Financial institution" means any bank, trust company, savings institution, industrial loan association, consumer finance company, credit union, broker-dealer, or Investment Company or advisor registered under the federal Investment Advisors Act or Investment Company Act of 1940.

"Gift" means any gratuity, favor, discount, entertainment, hospitality, loan forbearance, other item having monetary value. It includes services as well as gifts of transportation, local travel, lodging, and meals, whether provided in-kind, by purchase of a ticket, payment in advance or reimbursement after the expense has been incurred. "Gift" does not include any offer of a ticket or other admission or pass unless the ticket, admission, or pass is used. "Gift" does not include honorary degrees and presents from relatives. For the purpose of this definition, "relative" means the donee's spouse, child, uncle, aunt, niece, or nephew; a person to whom the donee is engaged to be married; the donee's or his spouse's parent, grandparent, grandchild, brother, or sister; or the donee's brother's or sister's spouse.

"Governmental agency" means each component part of the legislative, executive or judicial branches of state and local government, including each office, department, authority, post, commission, committee, and each institution or board created by law to exercise some regulatory or sovereign power or duty as distinguished from purely advisory powers or duties. Corporations organized or controlled by the Mississippi Retirement System are "governmental agencies" for purposes of this policy.

"Immediate family" means (i) a spouse and (ii) any other person residing in the same household as the officer or employee, who is a dependent of the officer or employee or of whom the officer or employee is a dependent.

"Officer" means any person appointed or elected to any governmental or advisory agency including local School Boards, whether or not he receives compensation or other emolument of office.

"Parent-subsidiary relationship" means a relationship that exists when one corporation directly or indirectly owns shares possessing more than 50 percent of the voting power of another corporation.

"Personal interest" means a financial benefit or liability accruing to an officer or employee or to a member of his immediate family. Such interest shall exist by reason of:

- a. ownership in a business if the ownership interest exceeds three percent of the total equity of the business;
- b. annual income that exceeds, or may reasonably be anticipated to exceed, \$10,000 from ownership in real or personal property or a business;

- c. salary, other compensation, fringe benefits, or benefits from the use of property, or any combination, paid or provided by a business that exceeds, or may reasonably be anticipated to exceed \$10,000 annually;
- d. ownership of real or personal property if the interest exceeds \$10,000 in value and excluding ownership in a business, income or salary, other compensation, fringe benefits or benefits from the use of property;
- e. personal liability incurred or assumed on behalf of a business if the liability exceeds three percent of the asset value of the business; or
- f. an option for ownership of a business or real or personal property if the ownership interest will consist of (a) or (d) above.

"Personal interest in a contract" means a personal interest which an officer or employee has in a contract with a governmental agency, whether due to his being a party to the contract or due to a personal interest in a business, which is a party to the contract.

"Personal interest in a transaction" means a personal interest of an officer or employee in any matter considered by his agency. Such personal interest exists when an officer or employee or a member of his immediate family has a personal interest in property or a business, or governmental agency, or represents or provides services to any individual or business and such property, business, or represented or served individual or business is the subject of the transaction or may realize a reasonable foreseeable direct or indirect benefit or detriment as a result of the action of the agency considering the transaction.

Notwithstanding the foregoing, such personal interest in a transaction shall not be deemed to exist where and elected member of a local governing body serves without remuneration as a member of the board of trustees of a not-for-profit entity and such elected member or member of his immediate family has no personal interest related to the not-for-profit entity.

"Transaction" means any matter considered by any governmental or advisory agency, whether in a committee, subcommittee, or other entity of that agency or before the agency itself on which official action is taken or contemplated.

Special Anti-Nepotism Rules Relating to School Board members and the Executive Director

The School Board may not employ or pay, and the Executive Director may not recommend for employment, the father, mother, brother, sister, spouse, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of the Executive Director or of a School Board Member. This provision shall not be construed to prohibit the employment, promotion, or transfer within the school, of any person within a relationship, described above when such person:

- Has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher's aide by the School Board prior to the taking of office of any member of the Board or Executive Director; or
- Has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher's aide by the School Board prior to the inception of such relationship; or

- A person employed as a substitute teacher may not be employed to any greater extent than he was employed by the School Board in the last full school year prior to the taking of office of such board member or executive director or to the inception of such relationship.

No family member (as listed in the “Special Anti-Nepotism” section above) of any employee may be employed by the School Board if the family member is to be employed in a direct supervisory and/or administrative relationship either supervisory or subordinate to the employee. The employment and assignment of family members in the same organizational unit shall be discouraged.

General Rules Governing Public Conduct by School Board Members Regarding Gifts and Favors

Prohibited Conduct

1. Neither the School Board collectively, nor any member of the Board shall:
 - a. Solicit or accept money, or anything else of value, for services performed within the scope of his or her official duties other than his or her regular compensation, expenses or other remuneration;
 - b. Offer or accept money, or anything else of value, for or in consideration of obtaining employment, appointment, or promotion in the school division;
 - c. Offer or accept any money or anything else of value for or in consideration of the use of his public position to obtain a contract for any person or business with the school.
 - d. Use for his or her own economic benefit, or anyone else's, confidential information gained by reason of his or her office, and which is not available to the public;
 - e. Accept any money, loan, gift, favor or service that might reasonably tend to influence the discharge of duties;
 - f. Accept any business or professional opportunity where the member knows or should know that there is a reasonable likelihood that the opportunity is being offered with intent to influence his or her conduct in the performance of official duties.
2. Nothing herein shall be construed to prohibit or apply to the acceptance by a teacher or other employee of Truth Academy STEAM Charter School of an award or payment in honor or of meritorious or exceptional services performed by the teacher or employee and made by an organization exempt from federal income taxation pursuant to the provisions of Section 501 (c)(3) of the Internal Revenue Code.

Prohibited Conduct Regarding Contracts

1. No School Board member shall have a personal interest in
 - a. any contract with the School Board or
 - b. any contract with any government agency which is subject to the ultimate control of the School Board;

2. Exceptions--The above prohibition shall not be applicable to:
- a. A Board member's personal interest in a contract of employment provided the employment first began prior to the member becoming a member of the School Board;
 - b. Contracts for the sale by a governmental agency of services or goods at uniform prices available to the general public;
 - c. A contract awarded to a member of the School Board as a result of competitive sealed bidding where the School Board has established a need for the same or substantially similar goods through purchases prior to the member serving on the School Board. However, the member shall have no involvement in the preparation of the specifications for such contract, and the remaining members of the School Board, by written resolution, shall state that it is in the public interest for the member to bid on such contract;
 - d. The sale, lease or exchange of real property between an officer or employee and a governmental agency, provided the officer or employee does not participate in any way as such officer or employee in such sale, lease or exchange, and this fact is set forth as a matter of public record by the governing body of the governmental agency or by the administrative head thereof;
 - e. The publication of official notices;
 - f. Contracts between the government or School Board of a town or city with a population of less than \$10,000 and an officer or employee of that town or city government or School Board when the total of such contracts between government or School Board or a business controlled by results from contracts arising from awards made on a sealed bid basis, and such officer or employee has made prior written disclosure;
 - g. An officer or employee whose sole personal interest in a contract with the governmental agency is by reason of income from the contracting firm or governmental agency in excess of \$10,000 per year, provided the officer employee or a member of his immediate family does not participate and has no authority to participate in the procurement or letting of such contract on behalf of the contracting firm and the officer or employee either does not have authority to participate in the procurement or letting of the contract on behalf of his governmental agency or he disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating the contract or in approving the contract;
 - h. Contracts between an officer's or employee's governmental agency and a public service utilities in which the officer or employee has a personal interest provided the officer or employee disqualifies himself as a matter of public record and does not participate on behalf of the his governmental agency in negotiating or approving the contract;

- i. Contracts for the purchase of goods or services when the contract does not exceed \$500;
- j. Grants or other payment under any program wherein uniform rates for, or the amounts paid to, all qualified applicants are established solely by the administering governmental agency; or
- k. An officer or employee whose sole personal interest in a contract with his own governmental agency is by reason of his marriage to his spouse who is employed by the same agency, if the spouse was employed by such agency for five or more years prior to marrying such officer or employee;
- l. The employment by the same governmental agency of an officer or employee and spouse or any other relative residing in the same household shall not be deemed to create a material financial interest except when one of the persons is employed in a direct supervisory and/or administrative position with respect to the spouse or other relative residing in his household and the annual salary of subordinate is \$22,500 or more.

Prohibited Conduct Regarding Transactions

1. Each School Board member and school board employee who has a personal interest in a transaction:
 - a. Shall disqualify himself from participating in the transaction if
 - b. The transaction has application solely to property or a business or governmental agency in which he has a personal interest or a business that has a parent-subsidiary or affiliated business entity relationship with the business in which he has a personal interest, or;
 - c. He is unable to participate pursuant to the "Prohibited Conduct" subdivision b, c, or d of this policy.
 - d. Any disqualification under this subsection shall be recorded in the School Board's public records. The School Board member or employee shall disclose his personal interests as required by state law and shall not vote or in any manner act on behalf of the School Board in the transaction. The member or employee shall not:
 - attend any portion of a closed meeting when the matter in which he has a personal interest is discussed; or
 - discuss the matter in which he has a personal interest with other governmental officers or employees at any time.
 - May participate in the transaction if he is a member of a business, profession, occupation, or group, of three or more persons, the members of which are affected
 - by the transaction, and he complies with the declaration requirements as outlined in this policy;
 - May participate in the transaction when a part to the transaction is a client of his firm if he does not personally represent or provide services to such client and he complies with the declaration requirements as outlined in this policy or;

- May participate in the transaction if it affects the public generally, even though his personal interest, as a member of the public, may also be affected by that transaction.
2. Disqualification under this section shall not prevent any employee having a personal interest in a transaction in which his employer is involved from representing himself or a member of his immediate family in such transaction provided he does not receive compensation for such representation and provided he complies with the disqualification and relevant disclosure of this policy.
 3. If disqualification under subsection 1.a. of this section leaves less than the number required by law to act, the remaining member or members of the board shall constitute a quorum for the conduct of business and have authority to act for the board by majority vote unless a unanimous vote of all members is required by law, in which case authority to act shall require a unanimous vote of remaining numbers.
 4. The provisions of this section shall not prevent a board member or employee from participating in a transaction merely because such a board member or employee is a defendant in a civil legal proceeding concerning such transaction.

Disclosure Requirements for School Board Members

School Board Members will file, as a condition of assuming office, a disclosure statement of their personal interests and other information, and shall thereafter file such statement annually on or before June 15.

1. Any Board Member or employee who is disqualified from participating in a transaction under the section entitled, "Prohibited Conduct Regarding Transactions" section (1. a) of this policy, or otherwise elects to disqualify himself, shall forthwith make disclosure of the existence of his interest, including the full name and address of the business and the address or parcel number for the real estate if the interest involves a business or real estate and such disclosure shall be reflected in the School Board's public records and will remain on file for a period of five (5) years.
2. Any Board member or employee who is required to disclose his interest under the section entitled, "Prohibited Conduct Regarding Transactions" (1. b) of this policy shall declare his interest by stating:
 - a. the transaction involved,
 - b. the nature of the board member's or employee's personal interest affected by the transaction,
 - c. that he is a member of a business, profession, occupation, or group the members of which are affected by the transaction, and
 - d. that he is able to participate in the transaction fairly, objectively, and in the public interest.
3. The Board member or employee shall either make his declaration orally to be recorded in written minutes of the board or file a signed written declaration with the secretary of the

Board, who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the Board member or employee shall prepare and file the required declaration by the end of the next business day. The board member or employee shall also orally disclose the existence of the interest during each School Board meeting at which the transaction discussed and such disclosure shall be recorded in the minutes of the meeting.

4. A board member or employee who is required to declare his interest pursuant to subdivision, entitled "Prohibited Conduct Regarding Transactions" (1.c) of this policy shall declare his interest by stating:
 - a. the transaction involved,
 - b. that a party to the transaction is a client of his firm,
 - c. that he does not personally represent or provide services to the client, and
 - d. that he is able to participate in the transaction fairly, objectively, and in the public interest.

Name _____ Signature _____
(Print)

Position _____ Date _____

**School Board Member
Personal Interest Disclosure**

<p>Please provide your contact information in the space below:</p> <p>Your Name: _____</p> <p>School Name: _____</p> <p>Your Address: _____</p> <p>City, State ZIP: _____</p>
<p>Preferred</p> <p>Home number: _____</p> <p>Work number: _____</p> <p>Cell number: _____</p> <p>Email: _____</p>

Instructions: Please complete the following questions.

Please circle one

- | | | |
|--|-----|----|
| 1. Are you a citizen of the United States? | Yes | No |
| 2. Are you a Mississippi resident? | Yes | No |

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

- | | | |
|--|-----|----|
| 3. Are you a public employee? | Yes | No |
| 4. Do you have law enforcement authority? | Yes | No |
| 5. Do you or any immediate family members have any contractual agreements with the school? | | |
| Yes | No | |
| 6. Do or will you or any immediate family members have any ownership interest or derive any income or other consideration from the school, or any other company contracting with, providing service to, or otherwise associated with the school? | | |
| Yes | No | |

Attachment 12b Code of Ethics and Conflict of Interest Policies

7. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the school or any other company contracting or providing service to the school?

Yes No

8. Do or will you or any immediate family members be leasing or selling any real property to the school?

Yes No

9. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the school or any other company contracting or providing service to the school?

Yes No

10. Are or will you or any immediate family members be employed at the school or any other company contracting or providing service to the school?

Yes No

11. Do or will you or any immediate family members be selling any supplies, materials, equipment, services, or other personal property directly or indirectly to the school or any other company contracting with the school?

Yes No

12. Are you or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or any other company, organization or agency funding projects, goods or service to the school?

Yes No

13. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the school, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the school?

Yes No

Attachment 12b Code of Ethics and Conflict of Interest Policies

14. Do you or an immediate family member have a close personal relationship with the school or any individual(s) associated with the school?

Yes

No

15. Do you or an immediate family member know any individual(s) or entity that does or plans in the next year to engage in business or any exchange of services with the school?

Yes

No

16. Other than the school board position, do you currently serve as a public official?

Yes

No

17. Other than this school board, do you currently serve on any other school board?

Yes

No

18. Other than this school board, do you currently serve any other boards, group or corporation that has an ownership interest or believes it has the right to control or have input on actions you would take or votes you would cast as a member of the school board?

Yes

No

19. Do you foresee any potential ethical or legal conflicts of interest if you continue to serve on the school board?

Yes

No

20. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes

No

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.

Certification

I recognize that all information submitted in this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the school, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the school board of any change that may create a conflict of interest. Further, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Board Member Conflict of Interest Policy Signature Page

Board member NAME (please print)	Board member SIGNATURE	Date
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ROLE OF MANAGEMENT

On the first day of employment, the immediate supervisor, human resources office, or other designee should discuss, at a minimum, the following topics with the employee:

1. Working hours;
2. Breaks and lunch periods;
3. Location of facilities;
 - a. Restrooms
 - b. Lunch and break areas
4. Health and safety considerations;
 - a. Physical safety procedures
 - b. Fire escapes
 - c. Exits (layout of building/floor plans)
 - d. Procedures for fire drills
 - e. Location of first aid kits
 - f. Procedures for reporting fires, bomb threats, or other emergencies. A small card listing emergency numbers and other critical data that the employee can affix to the desk of work surface is helpful.
5. Paydays and the method of payment;
6. Location of the work area, if unclear in the job context;
7. Information on when, where, and how formal organizational orientation is conducted;
8. Leave accrual, use of leave, and reporting time;
9. Reporting absences and requesting leave, including specific notification procedures and contact information in case of illness, tardiness, etc.;
10. Information on parking, bus stops, car pooling, etc.;
11. Operation of the phone system;
 - a. How to answer the phone in that particular work area
 - b. How to transfer calls
 - c. How to set up and utilize voice mail, if applicable
 - d. Rules for receiving and making personal calls
 - e. How to be reached in case of an emergency
12. Procedures for obtaining supplies and other equipment;
13. Basic security requirements and procedures for handling confidential material and/or information so that the employee does not incur a violation; and
14. Dress code and behavior specific to that department or office.

Within the first week of employment, the immediate supervisor, human resources office, or other designee (representative) should discuss with the employee the New Employee Checklist. The representative should ensure that the employee is given adequate time to gain a clear understanding of the information and ask questions. When complete, the representative shall place the signed document in the employee's personnel file. Also, the representative should discuss key procedures, make introductions to co-workers, and offer some basic on-the-job training. In some instances, a physical walk-through helps give the employee an overall framework of the organization. Having names, phone numbers, and other critical information, typed on a card for the employee is also helpful.

Successful On-boarding

In addition to going over the basic information outlined on the attached New Employee Checklist, a complete orientation will require that department specific information with the new employee is shared. Information might include an organizational chart, a brief overview of the department, the department's mission statement and an office telephone directory. All written material (employee handbook, booklets for insurance, retirement, flexible benefits, deferred compensation, etc.) will be shared. Also during on-boarding, the new employee will be made aware of all required timeframes for completing the enrollment process for the various benefits.

A follow-up meeting will be held the second week of employment to answer questions and complete any required paperwork. A thirty-day follow up meeting will help identify and resolve any areas of concern for the employee or the supervisor.

The information in this draft was taken from the Mississippi Department of Human Resources Employee Handbook to serve as a guide during the employee's orientation period. The immediate supervisor, human resources office, or other designee may use this handbook to guide discussions on topics ranging from the employee's compensation, benefits, and state employment practices to health and safety information. In addition, the handbook provides information pertaining to management's expectations for an employee's conduct, including information on the disciplinary process and the appeal procedures. The information in this handbook serves as an effective reference manual throughout the employee's career with state government.

COMPENSATION

Pay Periods

Paydays for (TASCS) Academy STEAM Charter School employees will occur bi-weekly. Employees will receive their pay by direct deposit to their personal bank accounts. The paycheck information shows payment for the previous work period rather than the period just completed. Payday deposits will always post to employees' bank accounts on Fridays, irrespective of weekends or a holidays.

Direct Deposit

Direct deposit is a requirement of employment. With direct deposit, employee pay is automatically deposited into employee bank accounts in any financial institution that is a member of the Federal Reserve Network. It takes approximately two (2) pay periods to set up direct deposit. Until such time, a paper check is given directly to the employee. Employee must sign a "paycheck receipt" form to acknowledge receipt of their payroll check. An employee may elect to have their paper check mailed to their current address on file. For additional information about direct deposit, consult the human resources/payroll office.

Deductions

Some deductions from the pay are mandatory, while others are voluntary. Mandatory deductions include federal income tax (withholding) and social security contributions (FICA). The amount of federal income tax withheld from your gross earnings depends upon employee salary and how many dependents the employee chooses to claim each year. FICA is deducted from the gross

salary at a fixed rate. Voluntary deductions requiring the employee's authorization include health, dental, accident and life insurance premiums, deferred compensation, donations to the Mississippi Employees Charitable Campaign, flexible benefits, and other state approved special deductions. Employee deductions for insurance premiums are determined by the coverage selected by the employee. The amount of other deductions depends upon the commitment the employee wishes to make.

Overtime

Additional compensation may be paid to certain state employees who work in excess of regularly scheduled hours. Approval to work overtime must be at the direction of the appropriate manager. Certain classifications are entitled to additional compensation for work in excess of regular scheduled hours, as follows:

1) *Executive Level Personnel*

Executive level employees as defined by the Rules of the Mississippi Department of Human Resources, are not eligible to receive compensation for hours worked beyond their regular schedule. However, if an executive level employee is scheduled to work on a legal holiday, the holiday may be rescheduled.

2) *Exempt Personnel*

Employees who are exempt from the overtime pay requirements of the Fair Labor Standards Act (FLSA) are compensated for approved overtime worked with compensatory leave (i.e., time off instead of cash).

3) *Non-Exempt Personnel*

Employees who are subject to the overtime requirement of the Fair Labor Standards Act (FLSA) are eligible to be compensated in cash for approved time actually worked in excess of their regular schedule for a workweek (i.e., the employee may request compensatory time instead of cash).

4) *Exceptions*

Exceptions to this policy must be recommended by the appointing authority and approved in advance by the Commissioners of the Department of Human Resources and the Department of Finance and Administration. Such recommended exceptions must be consistent with state and federal law.

Compensatory Time

Compensatory time is leave credit earned by an exempt or non-exempt employee when compensable overtime hours are worked and are not compensated in cash. Compensatory time is accrued on a workweek basis. Compensatory time may be accrued up to a maximum balance of 480 hours overtime. Any compensatory time accrued in excess of 480 total hours or 240 hours of premium compensatory time will be paid in cash.

Use of Compensatory Time: The use of compensatory time is subject to the approval of the appointing authority or a designated manager in the same manner as annual leave. When an employee requests annual leave and compensatory leave is available, the compensatory leave shall be used first, unless the accumulated annual leave balance at the beginning of the pay period is within two (2) days of the maximum accrual rate for the employee's service group code. If the employee is within the two (2) day maximum accrual rate, annual leave may

be used until the point the employee falls below the two (2) day maximum, at which point, the employee must begin using compensatory leave.

Transferability of Compensatory Time: Compensatory time earned is taken prior to the beginning of terminal leave, taken prior to separation if the employee has no terminal leave, or paid in a lump sum at separation at the discretion of the appointing authority.

Holiday Compensatory Time: An employee who is scheduled to work on a holiday will receive compensatory overtime on an hour-for-hour basis for time actually worked up to the number of hours scheduled on the day of the holiday.

Prior Service

Prior service may affect employee annual leave and/or sick leave accumulation. This leave ensures that the Mississippi Consolidated Retirement System (MCRS) staff and the human resources office are aware of your specific state or other related service. Employees may purchase prior service by paying the amount withdrawn plus interest compounded annually from the date of refund. There are several options available to purchase prior service. Employees may contact MCRS for specific information regarding this option or go to the MCRS website.

EMPLOYEE BENEFITS

Insurance

Truth Academy STEAM Charter School offers eligible employees a basic package of group health, term life, and accident insurance. Optional dental, term and universal life and accident coverage are also available. Employees pay 35 percent of their insurance premium for the basic package; the school contributes the remaining 65 percent. Employees pay the full premium for any optional coverage(s). Health insurance is available through a choice of providers, based on county of residence or work.

Retirement from state service offers excellent benefits. Full-time employees are automatically members of the Mississippi Consolidated Retirement System. Contributions made by the state ensure an income during retirement years. Additional information regarding retirement benefits may be obtained from TASCs human resources office or from the Mississippi Consolidated Retirement System.

Employees of the State of Mississippi are eligible to participate in two optional tax-deferred retirement savings plans operated by the state: a 457 plan and a 401(k) plan. Contributions to these plans are made through regular payroll deductions. Except under a few limited circumstances, salary set aside through these plans cannot be withdrawn before reaching age 59½ or separation from state service. Participants in either plan are permitted to direct their contributions among a variety of investment options.

The state will match an employee deferral 100 percent up to a \$50.00 contribution by the employee. The minimum contribution is \$20. The state match amount is subject to annual appropriation. The maximum amount of the employee deferral to each plan set by the IRS is currently the lower of 100 percent of salary or \$16,500. In general, state employees who

participate in the 401(k) plan and who are eligible to participate in the Mississippi Consolidated Retirement System will be eligible to receive the match. Continuation of the match in future years is subject to funding in the state's budget. Additional information about the Deferred Compensation plan can be attained at Treasury Department's website.

Sick Leave Bank

The sick leave bank grants paid sick leave to members who are medically certified as unable to perform the duties of their jobs as a result of a personal illness, injury, accident, disability, medical condition, or quarantine and who have exhausted all their personal sick, compensatory and annual leave balances. The member employee must meet the criteria established by the sick leave bank trustees and have been in a "without pay" status for five (5) consecutive days. The enrollment period is August, September and October each year. To elect to participate, an employee must:

- be entitled to accrue sick leave pursuant to Mississippi Code § 37-7-307 (2013);
- have been employed by state government for twelve (12) full months immediately preceding application for participation;
- currently accrue leave; and
- have a sick leave balance of at least six (6) days as of October 31 of the current enrollment year in which applying for membership.

At the time of enrollment, the member employee will have the equivalent of four (4) days of sick leave deducted from the employee's personal accumulation and donated to the sick leave bank. An annual contribution of one (1) sick leave day every October 1 after the first year of enrollment is required, although this may be waived by the Board of Directors in any year. A member of the sick leave bank shall be eligible to make application to the bank for sick leave on February 1 following enrollment. Applications for grants from the bank for pre-existing conditions will be denied until November 1 of the following year. Grants of sick leave from the bank will be denied to any member for the following:

- elective surgery;
- illness of any member of the participant's family;
- while the member is earning or receiving income from other employment;
- during any period the member is receiving disability benefits from social security, or the state retirement plan; or
- the member is receiving workers' compensation benefits, or any other employer provided benefits for job or service related injuries or illnesses.

Grants can be made in increments of up to thirty (30) consecutive workdays not to exceed the ninety (90) day maximum for any one personal illness, injury, accident, disability, medical condition, or quarantine, or a condition related to, resulting from, or recurring from a previously diagnosed condition for which the bank granted sick leave. Grants of sick leave from the bank shall not exceed ninety days within a twelve-month period. Sick leave used from the bank will not constitute creditable service for sick and annual leave accrual or for longevity purposes. An employee using sick leave from the bank is not eligible for holiday pay. An employee receiving grants of sick leave from the bank will be paid holiday pay as one of the regularly approved sick leave bank days. Donation of Sick Leave between State Employees may be done when an employee wants to donate a portion of their sick leave to eligible Sick Leave Bank members who

have exhausted all of their own sick, annual, and compensatory leave and all benefits available through the Sick Leave Bank. More on donated leave information may be attained from the TASCs human resources office.

Service Awards

Truth Academy STEAM Charter School follows a service award policy in accordance with the State of Mississippi's Service Awards Program (MS Code § 25-9-151 - 2013), which recognizes employees for their service to state government. Service awards are presented beginning with five years creditable service and at each increment of five (5) years thereafter. Beginning at thirty (30) years of service and above, employees receive a personalized plaque in addition to the award they select.

Employee Suggestion Award Program (ESAP)

Employees are eligible for either cash or honorary awards under the Employee Suggestion Award Program (MS Code § 25-9-134 - 2013). Cash awards are given for adopted suggestions that result in substantial savings or improvements in state operations. The maximum cash award is six percent of the first year's estimated savings, or ten thousand dollars (\$10,000), whichever is less. However, the ESAP Board may increase the maximum amount of an award for a suggestion that results in extraordinary monetary savings for the school. The ESAP Coordinator for the school facilitates the evaluation of suggestions and distribution of information about the program.

Mississippi Employees Charitable Solicitation Campaign

Each year, employees are given an opportunity to participate in supporting worthy charitable efforts within the community. The Mississippi Employees Charitable Solicitations Campaign, which is codified as Miss. Code Ann. §§79-11-501 through 79-11-529, is the only charity drive conducted by state government. Participation is strictly voluntary. Contributions must be designated to a specific agency and are made by payroll deduction. Information regarding the Charitable Solicitations Act is available on the website for the Mississippi Department of Human Resources.

ATTENDANCE AND LEAVE

Hours of Work

The regular schedule for most employees is 8:00 a.m. to 4:30 p.m., Monday through Friday. Local conditions may cause these hours to vary, but an employee scheduled to work seven and one half (7.5) hours per day, Monday through Friday, is considered to be on a regular work schedule. The school may use an irregular work schedule and vary its work hours and workdays at the discretion of the TASCs Board of Directors. The governing board and the human resources committee will approve any full-time schedules other than thirty-seven and one half (37.5) hours per week.

Absenteeism

If an employee must be late for work or absent because of illness or for an unforeseen circumstance, he/she must personally notify the Principal or Principal's designee as soon as possible by telephone. The Principal may designate a specific call-in time. When an employee has to be late or absent, it is important that he/she give the Principal maximum advance notice so

that replacement arrangements or work assignments can be made. The Principal will cooperate with the employee on these occasions if he/she will personally give as much advance notification as possible. However, excessive absenteeism is inappropriate. Remember that the Principal must account for and approve all employee absences.

Planning Periods (Preparation Time) & Rest Periods

The governing board feels that adequate time for planning is essential if teachers are to develop meaningful programs of creative instruction. At the Board's discretion, teachers may be allowed one to two planning periods, dependent upon the class schedule) during each workday. In the state of Mississippi, preparation time is a privilege and not a right and will be scheduled by the Principal at times that do not interfere with service to the students. If an employee chooses not to take advantage of his/her planning period, this time may not be accumulated and added to lunch periods or any type of leave. A planning period may not be used to alter arrival or departure time or used in conjunction with the lunch hour, unless specified by the Principal. Non-certified staff and paraprofessionals, at the discretion of the Board may be allowed two (2) fifteen-minute breaks per day (one in the morning and one in the afternoon).

Holidays

The Mississippi General Assembly has designated the following days as legal holidays:

New Year's Day - January 1

Martin L. King, Jr. Day - Third Monday in January

President's Day - Third Monday in February

Good Friday - Friday before Easter

Memorial Day - Last Monday in May

Independence Day - July 4

Labor Day - First Monday in September

Columbus Day - Second Monday in October

Veteran's Day - November 11

Thanksgiving Day - Fourth Thursday in November

Christmas Day - December 25

When a holiday falls on Saturday, the Friday before the holiday is substituted. When the holiday falls on Sunday, the Monday following the holiday is substituted.

Leave Accrual

Employees scheduled to work one thousand six hundred (1,600) hours or more in a fiscal year, whether compensated on hourly, daily, monthly, or piecework basis, shall accrue leave upon completion of a calendar month of service or major fraction thereof. A major fraction of a month is defined as one-tenth (0.1) of one hour over 50 percent of the employees' scheduled working hours in any month.

Employees Eligible to Accrue Leave

The following employees are eligible to accrue leave:

- Employees with regular and interim appointments who are employed full-time;
- Employees serving on full-time temporary appointments accrue leave after completing six (6) months of active service. The first day following completion of six (6) months of

service is regarded as the beginning date for the purpose of accruing leave. Each period of temporary employment should be treated separately;

- Any part-time or seasonal employee scheduled to work 1600 hours or more in a fiscal year; and
- Any employee currently eligible to accrue leave who receives a full-time emergency or fulltime temporary appointment shall continue to accrue leave, provided there is no break in service.

Employees Ineligible to Accrue Leave

The following employees are not eligible to accrue leave:

- Employees on temporary appointments who have worked less than six (6) months;
- Employees on educational leave, with or without pay;
- Employees on emergency appointments;
- Employees on Claims or Administration leave;
- Employees on terminal leave;
- Employees on military leave without pay;
- Employees on special leave without pay;
- Employees on parental leave without pay;
- Seasonal or part-time employees scheduled to work less than 1600 hours in a fiscal year;
- Employees paid through the Sick Leave Bank;
- Limited term employees are not eligible to accrue leave while serving in limited term appointments. However, should these employees later be appointed to a position eligible to accrue leave, their time served in a full-time limited term appointment can be used to establish the proper leave service group code.

Annual Leave

All state employees who are employed on a full-time basis earn one day (7.5 hours or 8.0 hours) of annual leave monthly, provided they work the major portion of that month. Annual leave is accrued at an increasing rate as indicated on the following chart:

Years of Service	Annual Days Per Month	Maximum Accrual (Days)
0 – 5	1	30
5 – 10	1 ½	36
10 – 20	1 ¾	39
Over 20	2	42

Leave earned in excess of the maximum allowable for each group is transferred to the employee's sick leave account annually in the month of the most recent hire date. The use of annual leave is subject to supervisory approval. An employee must make annual leave requests to the Principal as far in advance as possible to avoid any workload problems during his/her absence. Employees shall be compensated upon separation for their unused accumulated annual leave, unless dismissed for gross misconduct. In this case, employees will forfeit their annual leave balance.

Sick Leave

All full-time employees accrue one day (7.5 or 8.0 hours) of sick leave per month, provided they work the major portion of each month. The intent of sick leave accrual is to establish a balance of leave time to cover the employee during extended emergency times when you must be off the job due to illness. In accruing leave, the employee is assuring himself/herself of a regular income when he/she has to be absent from work because of illness or injury. Even though the employee accrues one sick leave day per month of service, he/she should keep in mind that the use of the benefit is permissive and not a right of employment. Before sick leave is authorized, the Principal must be satisfied that the employee is too sick to perform their normal duties or their physical condition is a hazard to fellow employees. Sometimes, employees will remain at home simply because they do not feel well. Employees are strongly encouraged be sure they know the difference between sickness and not feeling well.

Sick leave may be used for any of the following reasons:

- personal illness
- disability due to accident
- exposure to a contagious disease
- medical and dental appointments
- illness or death of a qualifying family member or others who,
- at the discretion of the governing board, have a relationship which merits similar consideration

The Principal may require that employees obtain a doctor's statement for themselves, or for qualifying family members, that specifically states why they could not be present to perform their normal job duties. If an employee transfers to another agency within state government, his/her accrued leave is transferred with him/her. Upon retirement, the employee's accumulated sick leave is acknowledged as creditable service in computing their retirement benefits. Each twenty (20) days of sick leave equals one (1) month creditable service. After an extended illness, an employee may be required to present a doctor's statement releasing him/her to return to work. The Principal may require a doctor's statement for any absence for which sick leave is taken. If an employee is not at work during his/her regular work hours, he/she must be on authorized leave. This means that the Principal knows of and has approved his/her absence. In accordance with the law and rules, job abandonment occurs when an employee is absent from work without approval for three (3) consecutive workdays or two (2) consecutive workdays following the expiration of any authorized leave. In the case of job abandonment, the department considers that the employee resigned "not in good standing." Therefore, it is imperative that employees keep the Principal informed of their need for leave as it arises.

Leave for Adoption, Pregnancy, Childbirth, and Infant Nursing

In compliance with Mississippi Code Annotated, Section 4-21-408, the TASCs Board provides in part as follows:

- a. Employees who have been employed by the School for at least twelve (12) consecutive months as full-time employees, as determined by the TASCs at the job site or location, may be absent from such employment for a period not to exceed four (4) months for adoption, pregnancy, childbirth, and nursing an infant, where applicable, referred to as

- “leave” in this section. With regard to adoption, the four-month period shall begin at the time an employee receives custody of the child;
- b. Employees who give at least three (3) months' advance notice to the Principal of their anticipated date of departure for such leave, their length of leave, and their intention to return to full-time employment after leave, shall be restored to their previous or similar positions with the same status, pay, length of service credit, and seniority, wherever applicable, as of the date of their leave. Employees who are prevented from giving three (3) months' advance notice because of a medical emergency that necessitates that leave begin earlier than originally anticipated shall not forfeit their rights and benefits under this section solely because of their failure to give three (3) months' advance notice. Employees who are prevented from giving three (3) months' advance notice because the notice of adoption was received less than three (3) months in advance shall not forfeit their rights and benefits under this section solely because of their failure to give three (3) month's advance notice;
 - c. Leave may be with or without pay at the discretion of the TASCs Board. Such leave shall not affect the employees' right to receive vacation time, sick leave, bonuses, advancement, seniority, length of service credit, benefits, plans, or programs for which the employees were eligible at the date of their leave, and any other benefits or rights of their employment incident to the employees' employment position; provided, that the employer need not provide for the cost of any benefits, plans, or programs during the period of such leave, unless such employer so provides for all employees on leaves of absence. If an employee's job position is so unique that the employer cannot, after reasonable efforts, fill that position temporarily, then the employer shall not be liable under this section for failure to reinstate the employee at the end of the leave period.

The purpose of this section is to provide leave time to employees for adoption, pregnancy, childbirth, and nursing the infant, where applicable; therefore, if an the Board finds that the employee has utilized the period of leave to actively pursue other employment opportunities or if the Board finds that the employee has worked part time or full time for another employer during that period of leave, then the Board shall not be liable under this section for failure to reinstate the employee at the end of the leave.

Whenever the TASCs Board of Directors shall determine that an employee will not be reinstated at the end of the leave because the employee's position cannot be filled temporarily or because the employee has used the leave to pursue employment opportunities or to work for another employer, the Board shall so notify the employee.

Family Leave

Any employee who is employed in state service for at least twelve (12) consecutive months as a full-time employee may be absent from employment for a period not to exceed four (4) months for pregnancy and birth of a child. The four (4) month period shall include leave required before and after the birth of a child. If covered, the employee may use sick leave for up to six (6) weeks of this time immediately following the birth of the child. An employee who has less than one (1) year of service may be granted parental leave for a period not to exceed thirty (30) workdays following the birth of a child. Further information regarding Family Leave is available from the TASCs human resources office.

Adoptive Leave

Employees involved in adoption proceedings shall be granted leave in accordance with Mississippi Code Annotated, Section 4-21-408. Any employee who is employed for at least twelve (12) consecutive months as a full-time employee may be absent from employment for a period not to exceed four (4) months. The four (4) month period begins when the employee receives custody of the child. If covered, the employee may use sick leave for up to six (6) weeks from the time the employee obtains custody of the child.

Family Medical Leave Act

The Family Medical Leave Act (FMLA) entitles eligible employees to a maximum of twelve (12) work weeks of leave each year for specified family and medical reasons and up to twenty-six (26) workweeks to care for a covered service member. It also provides for continued health insurance coverage during the leave period, and requires employee reinstatement to the same or an equivalent position once the leave period has ended. Further information is available from the human resources office.

Civil Leave (Jury Duty)

State employees who are subpoenaed to serve as jurors, will be granted civil leave. Civil leave is granted for any day or days an employee is required, by summons, to report for jury duty, provided such responsibility for jury duty exceeds three (3) hours during the day for which the excuse is sought. If the employee serves less than three (3) hours per day, the time served is considered civil leave and the employee must return to work or use compensatory or annual leave for the remaining work hours. An employee may retain any compensation received for jury duty from the courts. Civil leave includes the time required to travel to and from jury duty. Employees may check with the TASCs human resources office for additional information.

Military Leave

Employees who are members of the reserve components of the Armed Forces of the United States, including members of the Mississippi National Guard, receive leave with pay for up to twenty (20) workdays in one calendar year. Leave without pay is granted for periods of active duty or training activity with the U.S. Armed Services (both regular and reserve components) or the Mississippi National Guard for authorized periods exceeding the twenty (20) days of paid leave. A leave of absence with pay, not to exceed fifteen (15) working days in any one calendar year, will be granted to employees who are members of the United States Air Force Auxiliary Civil Air Patrol and who participate in a training program for the civil air patrol, or in emergency and disaster services if the leave of absence is at the request of the employee's wing commander or the wing commander's designated representative. The TASCs human resources office can give details on military leave.

Bereavement Leave

Bereavement leave is three (3) days of paid leave granted to an employee in the event of the death of the employee's spouse, child, step-child, parents, step-parents, siblings, foster parents, parents-in-law, grandparents, or grandchildren without charge to the employee's leave time. Pursuant to Mississippi Code Annotated, Section 8-50-113, the relationships listed above are the only relationships that qualify for bereavement leave. There can be no exceptions or substitutions.

Discretionary Leave With Pay

The Human Resources Committee of the governing board, may place an employee on leave with pay for up to ten (10) days, any time it is considered necessary for the welfare of the employee or the proper operation of the agency. Any discretionary leave in excess of ten (10) days must receive prior approval by the Human Resources Committee.

Special Leave – Participation in State Assessments and Interviews

An employee may be granted leave with pay to participate in preferred service and other assessments administered by the State of Mississippi. In addition, an employee may also be granted excused absences to be interviewed for other State positions at the request of a responsible official of the interviewing agency. However, an employee must use leave to participate in external federal exams or interviews.

Elections – Time Allowance for Voting

Any person entitled to vote in an election held in this state will be granted paid leave from work on the day of the election for a reasonable period of time, not to exceed three (3) hours, necessary to vote during the time polls are open in the county where the employee resides. If the work schedule of an employee begins three (3) or more hours after the opening of the polls or ends three (3) or more hours before the closing of polls in the county where the employee is a resident, paid leave will not be granted. Employees working from 8:00 a.m. until 4:30 p.m. and residing in counties where polls are opened until 8:00 p.m. are not eligible for additional time off from work. Employees working from 8:00 a.m. until 4:30 p.m. and residing in counties where polls are opened until 7:00 p.m. are eligible to request an absence of no more than thirty (30) minutes. Requests for leave must be made no later than 12:00 p.m. on the workday preceding the day of the election. The supervisor may designate the period of permissible absenteeism.

Absence Due to Inclement Weather

Inclement weather does not usually warrant the closing of the school. Absence due to inclement weather requires that each employee make a personal judgment pertaining to his safety in traveling to and from work. Loss of work time for this reason is charged against the employee's compensatory or annual leave balance. If the employee has no compensatory or annual leave, then the time absent is charged as leave without pay. Employees who make the effort to report on time and who report within a reasonable period should not be required to use leave for that absence.

Disaster Leave

In the event the Governor declares a state of emergency as the result of a disaster, the governing board may grant up to five (5) days of discretionary leave with pay to an employee whose primary residence becomes uninhabitable due to the disaster. Certain conditions must apply for this leave. The employee should consult with the human resources office for details. The employee may also find additional information regarding attendance and leave from the TASCs human resources office or in the Mississippi Department of Human Resources' Attendance and Leave Manual.

GENERAL PERSONNEL PRACTICES AND ADMINISTRATIVE GUIDELINES

Equal Employment Opportunities (EEO)

The State of Mississippi is firmly committed to the principle of fair and equal employment opportunities for its citizens and strives to protect the rights and opportunities of all people to seek, obtain, and hold employment without being subjected to illegal discrimination and harassment in the workplace. It is the state's policy to provide an environment free of discrimination and harassment of an individual because of that person's race, color, national origin, age (40 and over), sex, pregnancy, religion, creed, disability, veteran's status or any other category protected by state and or federal civil rights laws. The state's Policy Statement on Workplace Discrimination and Harassment is attached in its entirety.

The General Counsel's Office of the Department of Human Resources provides assistance to state departments and agencies in implementing the Policy on Workplace Discrimination and Harassment and in developing agency-specific procedures to investigate and resolve complaints. Each department or agency within the executive branch of state government has an EEO Officer who is responsible for the implementation of agency-specific procedures in accordance with the state's Policy.

The EEO Officer is also responsible for developing and updating an annual written Affirmative Action Plan (AAP) to facilitate the implementation of equal opportunity into all facets of the department's human resources management system. The plan is a statistical document which identifies and analyzes patterns in the participation and utilization of women and minorities in the workforce.

The AAP provides a work force analysis for the identification of divisions and units where minorities and women are under-utilized and under-represented. Also included are goals, timetables, reasonable actions, and good faith efforts designed to create and maintain a balance within the work force absent discrimination regardless of age, race, sex, color, religion, national origin, disability, pregnancy, creed, or veteran's status.

The Office of the General Counsel for the Department of Human Resources and agency EEO Officers are available to counsel individuals on workplace harassment and discrimination on the basis of an individual's race, color, national origin, age (40 and over), sex, pregnancy, religion, creed, disability, or veteran's status. Employees or applicants who feel that they may have been harassed or discriminated against because of any of the above mentioned reasons may file a formal complaint without fear of retaliation. For additional information, the state's Policy Statement on Workplace Discrimination and Harassment is attached. It may also be found on the Mississippi Department of Human Resources' web site.

Department Americans with Disabilities Act (ADA) Coordinators ensure state government's compliance with the Americans with Disabilities Act as amended by the Americans with Disabilities Act Amendments Act (ADAAA). They assist with reasonable accommodation issues

in state employment and program access for state services and programs and help agencies and employees resolve access and accommodation issues.

Performance Management

The purpose of the performance management program is to promote employee development, enhance employee productivity, serve as a basis for sound personnel decisions, and provide a permanent record of the expected standards of performance, work outcomes, for employees in the state service. A formal written evaluation of the performance expected work outcomes for all preferred service employees will be conducted at the end of probationary periods and at the end of June on an annual basis thereafter.

The performance evaluation process is carried out as follows:

Step I – Job Performance Plan

During an initial discussion, the Principal will explain and clarify the evaluation process, the major responsibilities and expected standards of performance, work outcomes, for which employee performance will be evaluated, and a description of the performance necessary to achieve a good rating.

Step II – Interim Reviews

Periodic (Interim) reviews of job performance will be conducted to provide constructive feedback, discuss means of enhancing performance, and if appropriate, to discuss consequences of marginal or unsatisfactory performance.

Step III – Annual Evaluation

An annual written evaluation of employee performance will be completed and placed in the employee's official personnel file. The employee has the opportunity to agree or disagree and comment on the evaluation. A reviewer (usually the Executive Director) reviews the annual evaluation to assure completeness and accuracy of the rating(s). Any general questions regarding the Performance Management process may be directed to the Principal, the Executive Director, or the human resources office.

Probationary Periods

Every person in the preferred service must successfully complete an initial probationary period of at least one (1) year. This initial probationary period is the first part of the employment process and is customary employment practice. During an employee's probationary period, his/her Principal will help him/her become familiar with his/her duties and responsibilities. The employee's attitude toward his/her work, his/her efficiency, and the quality of his/her work and willingness to accept responsibility will be observed. The probationary period will enable the Principal to determine the employee's ability to do his/her job. It also lets the employee decide whether he/she wishes to continue in the service of the School. The initial probationary period is no less than six (6) months and may be for a period of one (1) or two (2) years if the employee is appointed to the trainee level of a flexibly staffed position. After successful completion of the initial probationary period, the employee becomes a preferred service employee in his/her classification in his/her department. After completion of one (1) month's service, the Principal may recommend the termination of an employee on initial probation if it is determined the

employee is unable or unwilling to perform the requirements of the job. However, if at any time during the initial probationary period it is determined that an employee's conduct does not merit further observation, the supervisor may recommend termination. There is no appeal of a termination during the initial probationary period.

As a preferred service employee, if an employee is appointed to another classification in his/her department, he/she must successfully complete a subsequent probationary period in the new position. If the employee is promoted or he/she voluntarily transfer to a position in another department, he/she must complete a new initial probationary period with that department. The length of this initial probationary period is also no less than one (1) year.

Promotions/Transfers

As a state employee, one of the employee's goals should be to do the best job he/she can for the citizens of Mississippi. It is also the employee's obligation to grow and change with the job. Employment in state government has much to offer in the employee's efforts to meet and fulfill these responsibilities. Therefore, employment with Truth Academy STEAM Charter School is what the employee makes of it. Employees must do their best in their present job, and in doing so, they should look ahead and prepare themselves for opportunities to advance. However, employees must keep in mind that consideration for promotion is a privilege that is earned through meeting minimum qualifications and demonstrating abilities and potential for performance at higher levels. Promotions are not matters of right created by seniority or time within a classification. Positive self-development and participation in training opportunities can aid in making employees more attractive candidates for promotion.

Public Relations – Conflict of Interest

As a Truth Academy STEAM Charter School employee, the employee represents the State of Mississippi in their contacts with the public, on and off the job. Each contact made is an opportunity to create goodwill for the School and the state government. Courtesy must be shown in all contacts with the public and with coworkers. Because the citizens of the State of Mississippi employ TASCs employees, prompt, polite, and courteous service is essential regardless of the circumstances. If an employee feels that he/she has been subjected to discourteous behavior, he/she is encouraged to discuss this with the Principal or another supervisor.

Employment with the State of Mississippi is a position of public trust. Employees must not participate in any activity either in a private or in an official capacity where a conflict of interest may exist. An employee's first loyalty should be to the public interest, and he/she must avoid associations or interests that could affect his/her objectivity in performing his/her job or in making the decisions required of his/her position. However, employees are encouraged to participate in professional and civic organizations, if such participation does not adversely affect their role as a public employee. If an employee questions whether any outside activity or interest may be in conflict with his/her job requirements, he/she should ask for guidance from the School Principal, the Executive Director or the human resources office.

Political Activity

The Federal Hatch Act and the Mississippi Little Hatch Act control political activity of state employees. Generally speaking, during those hours of the day when employees are required to conduct the business of the School, they may not actively engage in a political campaign on behalf of any party, committee, organization, agency, or political candidate; or attend political meetings or rallies; or otherwise, use their official position or employment to interfere with or affect the result of any regular or special election; or perform political duties or functions not directly a part of their employment.

TASCS employees are encouraged to exercise their right to vote for the party or candidate of their choice and they are free to express their personal opinion concerning a political subject, party or candidate. Employees can obtain additional information from the human resources office. If an employee wishes to seek an elective office, provisions of the Federal Hatch Act and the Mississippi Little Hatch Act may cover him. The employee must seek guidance from the human resources office on the procedure he/she should follow before qualifying as a candidate.

Personnel Records

The TASCS Human Resources Office keeps an official record for each employee. Information pertaining to employee's employment is filed in their personnel file and is available for their review in the TASCS human resources office during regular office hours. It is most important that employees keep their records accurate and up-to-date at all times. Employees should also report any change in their status to the human resources office. Additionally, employees must be sure to report all changes of name, address, marital status, beneficiaries, or changes in the status of your dependents.

Employee Identification

Truth Academy STEAM Charter School's Human Resources Office will issue each employee a school identification card (I.D.). The employee should keep this card on his/her person for any occasion that would require his/her identification as a school employee. In addition, the employee may be required to carry or wear a pass for the building in which he/she works.

Equipment and Supplies

TASCS employees have an obligation and responsibility to use and care for machines and equipment they use on the job. Improper use and maintenance of equipment that TASCS employees depend upon can lead to unnecessary losses in time and money. When not in use, equipment should be stored or covered. Employees have a duty to conserve and protect School property. Employees should not directly, or indirectly, use or allow the use of governmental property, including telephones and computers, vehicles, equipment, facilities, personnel, supplies, or services of any kind for other than approved activities. This includes anything leased to the School or otherwise paid for by the School. School issued equipment and clothing must be returned upon separation.

Use of School Telephones

School telephones are provided for business purposes. **Absolutely no personal long distance telephone calls are to be charged to the School's telephone system.** Abuse of the School's telephone system will result in the School taking appropriate disciplinary action. While

personal telephone calls are allowed for local calls, such calls should be limited to a few minutes and occur only during the employee's break or planning time, except in case of an emergency. Employees must consult the Principal regarding proper procedures for placing work related long distance telephone calls.

Use of School Computers

The school's computers are available for school business purposes only. This includes use of the Internet. No programs should be installed without permission of the Information Systems Director in the school. Unauthorized use of school computers or systems could result in disciplinary action, up to and including dismissal. All employees with access to School computers should read and sign the Acceptable Use Policy, Network Access Rights and Obligations.

Solicitation

There shall be no solicitation by any person, organization, or association on state property. Solicitation is any attempt to seek contributions, gifts, or donations; or to offer memberships in any organization, or to solicit the purchase of any property; or to distribute literature or any other material. This rule does not apply to solicitation conducted by the state or federal government (e.g., Mississippi Employees Charitable Solicitation Campaign, etc.). State buildings are under the operation of the Department of General Services. The rule regarding solicitation on State/School property can be found on the Secretary of State's website.

Gifts and Contributions

Employees, in the course of or in relation to their official duties, shall not directly or indirectly receive or agree to receive any payment of expense, compensation, gift, reward, gratuity, favor, service, or promise of future employment or other future benefit from any source, except the state, for any activity related to their duties as state employees unless otherwise provided by law. Executive orders concerning ethics, conflicts of interest, and acceptance of gifts are posted in the human resources office.

Personal Property

The Truth Academy STEAM Charter School location is open for both the public and a large number of fellow employees; therefore, it is important to use sound judgment when bringing personal property to work. It is the employee's responsibility to secure any personal property in the workplace properly.

Dress and Grooming

As public servants of the State of Mississippi and employees of Truth Academy STEAM Charter School, TASCs employees are expected to maintain a professional standard of dress and grooming that reflects good taste and common sense. They should dress appropriately for their office or working conditions. Employees should be well groomed and neatly dressed in appropriate attire. If employees have any questions about appropriate dress in the work environment, they may ask the Principal or the human resources officer.

HEALTH AND SAFETY

The State of Mississippi is concerned for employee health and safety in the performance of their job. Employees must observe all safety rules as they are designed for their benefit. If an employee becomes aware of a health or safety hazard, he/she must report it to the Principal immediately.

Workers' Compensation/Accidents/Injury in the Line of Duty

Should an employee have an accident while on the job, he/she should seek immediate first aid or emergency care. The Principal must be notified of the accident/assault and the employee's condition. All serious injuries that require outside medical services and/or result in lost time should be reported immediately to the School Principal and Executive Director.

Fitness Center Discounts

Agreements have been secured from fitness centers throughout the state. Employees should contact the Human Resources Office for more information regarding Partner Health and Fitness website to view a list of participating fitness centers.

Employee Assistance Program (EAP)

The State's employee assistance program is referred to as EAP. This benefit is available to full-time employees and their eligible dependents regardless of whether or not you are enrolled in health coverage. EAP is designed to help employees and their family members deal with the personal problems and other issues we all experience during our daily lives such as stress, depression and anxiety, family, relationship or marital issues, as well as grief and loss. In addition to offering up to 5 sessions of short-term counseling, the EAP also offers financial and legal consultations. There is no cost to the employee for any of the services provided through the EAP, and the employee's confidentiality is always a top priority. The EAP also offers seminars on various issues of interest at locations across the state. For employees may call 1-866-219-1232 (toll-free). EAP is currently administered by Humana Health Services. Mental health and substance abuse services are also available to members 24/7 by calling 1-800-308-4934. Employees' Health insurance provisions are available online at:

www.knowyourbenefits.dfa.state.ms/us. Additional information is available at www.humana.com/eap

Drug-Free Workplace

No state employee will be allowed to work under the influence of alcohol or illegal drugs, nor possess or partake of such during work hours. Furthermore, no state employee will be allowed to work under the influence of prescribed or other lawfully obtained drugs when the taking of these drugs impairs the employee's ability to perform his/her job. Appropriate disciplinary action, up to and including termination, will be taken for those employees not in compliance with this policy.

Smoking Policy

In accordance with the State of Mississippi, Truth Academy STEAM Charter School is a smoke-free employer.

EMPLOYEE CONDUCT

Work Performance and Conduct

Work performance and conduct are governed by the Mississippi Department of Education's work performance rules, guidelines, and policies. The MDE rules, guidelines, and policies ensure that employee performance and conduct are regulated in a fair and consistent manner. Employee conduct at work must always be professional, whether dealing with the public, coworkers, supervisors, or others. Misconduct and/or insubordination are grounds for disciplinary action. The level of disciplinary action is at the discretion of the Principal and ultimately, the TASCs Board, and depends upon the seriousness of the offense, work record, and other relevant information. Inquiries or complaints may be referred to the TASCs Human Resources Office or the Mississippi Office of Human Resources, 359 North West Street, Jackson, MS 39205

Employee work performance is regulated. If performance falls below acceptable standards, the Principal will utilize performance review and supervisory counseling to improve this deficiency. If there is no improvement, the Principal will take additional corrective action, up to and including disciplinary action. It is the Principal's responsibility to address any situation in which a change in the employee's attitude or value of his/her job has an adverse affect on his/her ability or willingness to perform assigned duties.

The following are examples of acts that may warrant disciplinary action. This list is not all-inclusive and shall not limit an appointing authority's discretion in disciplinary matters:

1. Inefficiency in the performance of duties;
2. Incompetency in the performance of duties;
3. Negligence in the performance of duties;
4. Misconduct involving public officials and employees pursuant to MS Code CC §609.42
5. Careless, negligent, or improper use of state property or equipment;
6. Failure to maintain satisfactory and harmonious working relationships with the public and fellow employees;
7. Habitual improper use of sick leave;
8. Habitual pattern of failure to report for duty at the assigned time and place;
9. Failure to obtain or maintain a current license or certificate or other qualification required by law or rule as a condition of continued employment;
10. Gross misconduct;
11. Conduct unbecoming an employee in state service;
12. Conviction of a felony;
13. Willful abuse or misappropriation of state funds, property or equipment;
14. Falsification of an official document relating to or affecting employment;
15. Participation in any action that would in any way seriously disrupt or disturb the normal operation of the agency, institution, department, or any other segment of the state service or that would interfere with the ability of management to manage;
16. Trespassing on the property of any state officer or employee for the purpose of harassment;
17. Damage or destruction of State/School property;
18. Acts that would endanger the lives and property of others;
19. Possession of unauthorized firearms, lethal weapons, alcohol or illegal drugs on the job;

20. Brutality in the performance of duties;
21. Refusal to accept a reasonable and proper assignment from an authorized supervisor (insubordination);
22. Reporting to work under the influence of alcohol or illegal drugs, or partaking of such on the job;
23. Sleeping or failure to remain alert during duty hours;
24. Unauthorized disclosure of confidential information;
25. Garnishment of wages for more than one indebtedness;
26. Political activity prohibited by Mississippi Code Annotated, Title 2, Chapter 19 (the "Little Hatch Act") or by United States Code, Title 5, Chapter 15 (the "Federal Hatch Act"); and
27. For the good of the service as outlined in Mississippi Code Annotated, Section 8-30-316.

Disciplinary Action

The Principal and/or the Executive Director are responsible for maintaining the proper job performance level, conduct and discipline of the employees under their supervision. When corrective action is necessary, the supervisor(s) should administer disciplinary action at the step appropriate to the infraction, conduct or performance, as determined by the supervisor.

Oral Warning

The Principal may issue an oral warning to an employee for unacceptable conduct or performance of duties. The Principal must provide the employee with written documentation of the date of the discussion and other necessary information regarding expectations for improvement. An oral warning is not placed in the employee's personnel file.

Written Warning

The Principal may issue a written warning to an employee for unacceptable conduct or performance of duties. The Principal must provide the employee with written documentation that identifies the document as a written warning. The written warning must document the date of the discussion and other necessary information regarding expectations for improvement. The employee may ask for a review of the written warning by the appointing authority. This request must be submitted in writing to the appointing authority (Principal or Executive Director) within fourteen (14) calendar days from receipt of the warning and include any mitigating circumstances causing the employee to believe that the warning is undeserved. The appointing authority shall provide a written decision to the employee within fifteen (15) days of receipt of the request for review. The appointing authority's written decision is final.

A copy of the written warning shall be placed in the employee's personnel file. After a period of two (2) years, the employee may submit a written request to expunge the written warning from his or her personnel file. Such request shall be granted if the employee has had no further disciplinary actions with respect to the same area of performance and/or conduct within the two (2) year period. The request itself does not become a part of the employee's file.

Suspension Without Pay

A TASCs employee may be suspended by the Principal or Executive Director for unacceptable conduct or performance of duties. A suspension without pay may not exceed thirty (30) calendar

days within a twelve (12) month period. With the approval of the Board, an employee may be suspended for a longer period pending the appeal or the processing of an appeal in accordance with Mississippi laws regarding long-term suspension without pay.

Dismissal

The Principal may dismiss a TASCs employee for unacceptable conduct or performance of duties. Ten (10) calendar days paid notice must be given. During the notice period, an employee is not required to report for duty, but is paid for the workdays that fall within that ten (10) calendar days. For an employee dismissed for gross misconduct, the accumulated annual leave balance is used during this notice period and any remaining annual leave balance is forfeited. However, employees who do not have an annual leave are paid during this notice period. The ten (10) calendar days paid notice is not required for employees dismissed during their initial probationary period.

Transfer or Demotion

A TASCs employee may be transferred or demoted if the Principal and/or the Executive Director determines that the employee's ability to satisfactorily perform the required duties of the position is beyond the capabilities of the employee or the employee has been compromised by conduct that renders the employee ineffective in his/her position. The employee may appeal a demotion as outlined in the Rules of the Mississippi Department of Human Resources found on the Secretary of State's website.

Appeal Process

A TASCs employee who is dismissed, demoted, or suspended may file an appeal concerning the application of a law, rule, or policy to the employment action agency. There are three (4) steps in the appeal process. Step I is to the Principal, Step II is to the Executive Director, Step III is to the of Human Resources Office, and Step IV is to the Board of Directors. If the term of a suspension is less than three (3) days, the ability to appeal is limited to an appeal to the Principal under Step I and the Executive Director under Step II. An employee shall not be able to appeal a suspension of less than three (3) days to the Board of Directors.

An employee who files an appeal must do so no later than fourteen (14) calendar days after the date the employee receives written notice of a dismissal, demotion, or suspension. If an employee fails to file the complaint within the fourteen (14) day period, the ability to appeal lapses and is deemed to have been waived, in its entirety, by the employee. Appeal discussions held during the scheduled off-duty hours for a complainant, witness, or representative shall be considered the same as hours worked, including overtime if applicable.

Employees who are required to appear as witnesses or representatives shall not be required to use leave for such periods and shall be reimbursed for travel and other expenses in accordance with the state's comprehensive travel regulations. For additional information regarding the appeal process, employees may refer to the Employee Handbook or to the Human Resources Office.

Mississippi Employee Mediation Program

It is the policy of the State of Mississippi to encourage the use of mediation as a valuable tool for all state employees to resolve workplace issues. Mediation is a process whereby the parties themselves, with the assistance of a neutral third party, seek to develop and agree upon solutions to issues in the workplace. The primary purpose of the Mississippi Employee Mediation Program is to provide a responsive, informal, confidential, and effective means of resolving human resource issues as an alternative to administrative proceedings. Access to mediation services is available to any employee in the state service as a voluntary means of resolving workplace issues that are eligible for mediation as set out in the Rules of the Mississippi Department of Human Resources Chapter 1120-14.

Fraud, Waste or Abuse

The Mississippi Comptroller of the Treasury's Department of Audit provides a toll-free hotline for reporting fraud, waste, and abuse of government funds and property. If an employee observes a School administrator or employee engaging in any activity that he/she considers illegal, improper, or wasteful, he/she is urged to call the State Comptroller's Toll-Free Fraud Hotline at 1-800-359-3898.

SEPARATIONS

Resignation

If an employee chooses to leave the employ of the School, it is important to give proper notice. To resign in good standing, the employee should give the Principal at least ten (10) calendar days' notice in writing. Arrangements for receiving the final pay should be made with the Principal or the human resources office. An employee's last paycheck is an actual check, mailed to the employee's home address as listed on record at the time of issue.

Dismissal

An employee may be dismissed from state service for reasons related to your performance of duties or conduct. A mandatory notice of at least ten (10) calendar days is required for employees in all cases of dismissals after completion of initial probation.

Job Abandonment

If an employee is not at work during his/her regular work hours, he/she must be on authorized leave. This means that your supervisor knows of and has approved your absence. In accordance with Mississippi rules and regulations, the employee will be considered as having resigned "not in good standing" if the employee is absent from work without approval or proper notice to the Principal for three (3) consecutive workdays or if the employee is absent for two (2) consecutive workdays following the expiration of any authorized leave. It is the responsibility of the employee to keep the Principal informed of his/her needs for leave as they arise and the Principal will try to grant the leave, if possible.

Return of State Property

When an employee separates from School employment, he/she must return all state property and/or equipment to the appropriate staff person. This includes but is not limited to state issued credit cards, keys, computers, etc.

MISSISSIPPI OPEN MEETINGS AND OPEN RECORDS LAWS

Mississippi Open Meetings Law

Mississippi Open Meetings Law legislates the methods by which public meetings are conducted. Pursuant to Section 25-41-15, a meeting is any gathering of a quorum of the members of a public body in order to deliberate or decides on public policy. If violated, any action taken during the meeting is considered void. Truth Academy STEAM Charter School and its Bard of Directors will adhere to these laws.

Mississippi Open Records Act

The Mississippi Open Records Act (1972) is a series of laws designed to guarantee that the public has access to public records of government bodies at all levels. Pursuant to Mississippi Code §25-61-5, records in the possession of Truth Academy STEAM Charter School are open to perusal by the public unless they are specifically exempted by statue or case law. Records are defined as any documents, no matter the physical form, which are made or received pursuant to law or ordinance or in connection with the transaction of official business by any governmental agency. Exemptions shall include: 1) medical records of students and employees; 2) some investigative records, 3) public school student records; and 4) some economic development issues, such as land acquisition. Truth Academy STEAM Charter School and its Board of Directors will always be in compliance with Mississippi Code §25-61-5 laws regarding open records.

Statement of Assurances

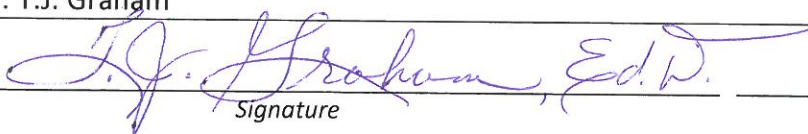
- X The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
- X The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.
- X The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.
- X The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.
- X The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.
- X The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.
- X The applicant will not charge tuition.
- X The applicant will provide a transportation plan for students attending the proposed charter school.
- X The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.
- X The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to non-charter public schools in the state.
- X The applicant agrees to abide by the following state statutes:
 - a. Mississippi Code § 25-41-1 et seq;
 - b. Mississippi Code § 25-61-1 et seq;
 - c. Mississippi Code § 37-3-51;
 - d. Mississippi Code § 37-3-53;
 - e. Mississippi Code § 37-11-18;
 - f. Mississippi Code § 37-11-18.1;
 - g. Mississippi Code § 37-11-19;
 - h. Mississippi Code § 37-11-20;
 - i. Mississippi Code § 37-11-21;
 - j. Mississippi Code § 37-11-23;
 - k. Mississippi Code § 37-11-29 and 37-11-31;
 - l. Mississippi Code § 37-11-67;
 - m. Mississippi Code § 37-13-3;
 - n. Mississippi Code § 37-13-5 and 37-13-6;

- o. Mississippi Code § 37-13-63(1);
- p. Mississippi Code § 37-13-91;
- q. Mississippi Code § 37-13-171(2) and (4);
- r. Mississippi Code § 37-13-173;
- s. Mississippi Code § 37-13-193;
- t. Mississippi Code § 37-15-1 and 37-15-3;
- u. Mississippi Code § 37-15-6;
- v. Mississippi Code § 37-15-9;
- w. Mississippi Code § 37-15-11;
- x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
- y. Mississippi Code § 37-18-1.

- ☒ The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.
- ☒ The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.
- ☒ The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
 - z. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
 - aa. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-3-95; or
 - bb. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.
- ☒ The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.
- ☒ The applicant agrees to adhere to generally accepted accounting principles.
- ☒ The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term "foreign" means a country or jurisdiction outside of any state or territory of the United States.
- ☒ The applicant assures that it possesses legal authority to apply for and to receive a charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Name: Dr. T.J. Graham


Signature

May 10, 2016

Date

Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve TRUTH ACADEMY CHARTER SCHOOL
2. Full name James B. Potts
Home Address 107 Reed Road
Business Name and Address Drew, Ms 38737
Phone Number Home: 662 745-6170, Cell: 662 392-0724
E-mail address desidenessa@yahoo.com
- ☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ☒ No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
☐ Yes ☒ No
☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.) _____
5. Why do you wish to serve on the board of the proposed charter school?
I believe by serving on the charter school board I will be able to make a positive impact in the lives of the students in the Sunflower County School District.
6. What is your understanding of the appropriate role of a public charter school board member?

I understand that as a public charter school board member that I have the duty of undivided loyalty in the interests of the charter school. I also understand as a board member I am expected to act professionally and ethically, as a prudent person in similar circumstances would with regards to the school's financial condition. I would be obligated to attend regular board meetings.

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7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not had any previous experience serving on a charter school board. My work experience empowers me with the passion, accountability, commitment, and collaborative spirit needed to be an effective board member. As a board member I feel that I could positively affect an educational change within this community.

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8. Describe the specific knowledge and experience that you would bring to the board.
Security Experience, Logistics Experience, Training Experience and Leadership Experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Truth Academy Charter School, a K-8th public charter school, will foster a higher level of motivation and interest in education, particularly in the areas of science, technology, engineering, mathematics, and the arts.

-
2. What is your understanding of the school's proposed educational program?

Truth Academy Charter School will provide research-based alternatives to the current traditional system of educational delivery in the Sunflower County School District, thereby improving instructional delivery, fostering a higher level of motivation and interest in education, particularly in the areas of science, technology, engineering, mathematics, and the arts.

-
3. What do you believe to be the characteristics of a successful school?

A well-structured school environment, a well-trained professional staff, high-intensity classroom instruction, and hand-on projects for students to engage in are the characteristics of a successful school.

-
4. How will you know that the school is succeeding (or not) in its mission?

Success will be revealed through student and staff evaluations. Students are expected to master grade level science, technology, engineering, mathematics, and the arts content, practices and processes, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences.

Governance

1. Describe the role that the board will play in the school's operation.

The governing board will exercise all powers of the school, except as otherwise provided by law, by the charter, or by the bylaws. The board has the authority to approve contracts and annual budgets, purchase or sell of real property, appoint or remove the Executive Director, Administrators, Faculty, staff or anyone rendering services on behalf of the charter school.

2. How will you know if the school is successful at the end of the first year of operation?

The board will utilize performances metrics and indicators, establish goals and benchmarks, and utilize nationally recognized evaluation tools to evaluate the success of both the school and its leaders.

3. How will you know at the end of four years of the school is successful?

The students enrolled at the school will show high academic achievement results on a consistent basis. The school will also be viewed as a pillar of academic success within the local community. Finally, the organization will remain fiscally sound beginning in year one and continuing each beyond with significant reserves each year set aside for capital improvements and/or other board approved projects.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Charter School Board must have regular-constructive meetings, establish effective school policies and put people in place who are adhering to these policies. The board will also be responsible for oversight of the instructional program and school operations to ensure school success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Any board member found to be acting unethically or not in the best interest of the school can be recommended for a hearing or dismissal from the school board by the filing of a complaint by another member of the board. The board member whom the complaint was/is filed against will have the right to a hearing by the board relative to the charges brought against them by another board member. Once a complaint has been filed against a board member the following steps would be taken to resolve the issue:

- a) Notice of Complaint: Notice of the complaint against a board member shall be communicated to the board member against whom the complaint has been made by the Board Chair.
 - b) Opportunity to be Heard: The board member against whom a complaint has been made shall have 5 working days to notify the Board President of his/her desire to be heard regarding the complaint.
 - c) Appointing of a Board Committee: Upon receiving a written complaint the Board President shall appoint a board Committee of no less than 3 members and not more than 5 members to hear the issues regarding the complaint.
 - d) Committee Recommendation: When the board committee has heard the evidence regarding the complaint, that body shall render a report and recommendation, based upon its finding of facts, to the full school board.
 - e) Board of Director's Decision: The board shall deliberate and discuss the issues and
-

render a decision regarding whether the board member shall be recommended for dismissal from the board.

- f) Notice to Appointing Bodies: The final decision of the board of directors regarding the recommendation for dismissal shall be communicated by the Board Secretary in writing to the appointing body.

Subject to Statutory Laws of Mississippi: This policy shall be subject to the laws of the State of Mississippi, and any provisions of the policy that is found to be in violation of said state law shall be null and void.

-
6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

- Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know these individuals ☒ Yes
Friends with relatives of prospective board members and children went to school with prospective board members.
- Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees ☐ Yes
- Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons ☐ Yes
- Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business ☐ Yes
- If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons ☐ Yes
- If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual

or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: James B Potts

James B. Potts
Signature

February 18, 2016

Date

James B Potts
desidenessa@yahoo.com
107 Reed Road
Drew, Mississippi 38737
(662) 392-0724

OBJECTIVE

To obtain a full-time position at a growing company in the areas of management, accounting or customer service where my skills can be fully utilized.

SUMMARY OF QUALIFICATIONS

5 years as security officer
20 years of Active Army Duty
7 years of Business Administrator

EDUCATION

Ethel High School
Mississippi Valley State University
Basic Non-Commissioned Officer Leader Training
Advanced Non-Commissioned Officer Leader Training

COMPUTER LITERACY

Microsoft Word, Excel to include spreadsheets, Windows, Internet

MAJOR COURSES

Leadership Training
Mathematics
Accountability Training

WORK EXPERIENCE

2009- Present	Office Administrator for Dental Clinic
1987-2007	United States Army
1980- 1987	Mississippi Army National Guard
1984- 1988	Mississippi Department of Corrections

James B Potts: Professional Bio

James B Potts received his High School diploma from Ethel High School and completed 3 years of College at Ms Valley State University. He worked as a Correctional Officer for 5 years. He served in the United States Army for 27 years. While in the Army he served as Weapons Armorer for 5 years, he served as Logistics Non-Commissioned Officer for 7 years and Readiness/Training Non-Commissioned Officer for 6 years. He is currently retired from the United States Army and works part-time as Unit Administrator of a Dental Clinic.

Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve

2. Full name

Hazel Jean Harris

Home Address

316 North Church Street

Business Name and Address

Drew, MS 38737

Phone Number

(662) 303-0644

E-mail address

hazel60.HH@gmail.com

- ☒ Resume and professional bio are attached here.

- ☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

☐ Yes ☒ No

☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

Our community would like to see the establishment a good educational institution that provides innovative learning experiences for our bright and talented children. We also want the return of the great school pride that once existed in our city.

-
6. What is your understanding of the appropriate role of a public charter school board member?
To serve in an oversight capacity to ensure school effectiveness
-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I do not have experience as a board member, but I have family members who have served on various boards (one/a school board) and I attend board meetings regularly in the LEA district. I have gained a lot of knowledge about procedures through asking questions and making observations in actual public board meetings
-
8. Describe the specific knowledge and experience that you would bring to the board.
I am familiar with board procedures.
-

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I understand that the proposed school seeks to educate children in a unique learning environment, where children will be exposed to technology, arts, STEM project-based math and science, etc., all in an effort to prepare them well for college and a life of choice.
-
2. What is your understanding of the school's proposed educational program?
It is my understanding that the educational program is using a technology and arts infused Curriculum to motivate children to achieve state standards through inquiry, problem-solving and projects.
-
3. What do you believe to be the characteristics of a successful school?
I believe that successful schools are governed by caring individuals, who are knowledgeable about educational issues and caring school staff, who are knowledgeable in their content as evidenced by their certification and their experience.
-
4. How will you know that the school is succeeding (or not) in its mission?
Regular observation, various types of surveys (needs assessment, school climate, etc.), administered to parents, students, school staff, community members), evaluations, and achievement data.
-

Governance

1. Describe the role that the board will play in the school's operation.
Oversight to ensure adherence to established policies and procedures, oversight for financial stability, personnel, evaluation of school leaders, etc.
-
2. How will you know if the school is successful at the end of the first year of operation?
Students will enjoy coming to school as evidenced by their attendance. Parents will demonstrate their approval by attendance to school functions and speaking positive things about the school in the community. Teachers will be happy in their jobs as evidenced by strong data, student projects, and word of mouth advertising for the school.
-
3. How will you know at the end of four years of the school is successful?
The data will be greatly increased from entry-level baseline data and student enrollment will be steady with a waiting list of students wanting to enroll in our school.
-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The school board must be "hands-on" without the "heavy hand of authority. This simply
-

means that everyone who works in the school and even the students, who attend the school will realize that the board cares about what goes on in the school by being visible, and accessible.

-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
We would deal with the matter in an expeditious manner, taking care that we follow rules and procedures of the board's established Code of Ethics and/or it's Conflict of Interest Policies
-
6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know these individuals ☐ Yes
-
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees ☐ Yes
-
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons ☐ Yes
-
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business ☐ Yes
-
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons ☐ Yes
-
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest ☐ Yes
-

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name:

HAZEL JEAN HARRIS

Hazel Jean Harris

Signature

Date

04-16-2016

HAZEL J HARRIS

316 North Church Street
Drew, MS 38737
Sunflower County United States

Contact
Phone: (662) 303-0644
hazel60.HH@gmail.com

Objective: To obtain an interesting position with a growing company

Employment History

Front Desk and Medical Records Clerk - Mid Delta Home Health

08/22/2011 through 11/08/2013

- Answered the telephone, took messages, and filed paperwork.
- Protected the security of medical records to ensure that confidentiality was maintained.
- Reviewed records for completeness, accuracy, and compliance with regulations.
- Retrieved medical records for necessary medical personnel.
- Entered data or treatment into computer.

Medical Records Clerk - Delta Community Home Health

11/14/1997 through 08/22/2011

- Protected the security of medical records to ensure that confidentiality was maintained.
- Reviewed records for completeness, accuracy, and compliance with regulations.
- Retrieved medical records for necessary medical personnel.
- Entered data or treatment into the computer.

Substitute Teacher - Ruleville Central High School

08/01/1996 through 11/01/1997

- Made sure that the students completed all work that was left by the teacher.
- Kept order in the classroom.
- Assisted students with their classwork.

Academic History

High School Diploma

Booker T. Washington - Memphis, TN 05/19/1975

Associates Degree in Medical Administrative Assistant

Phillips Community College - Memphis, TN 08/15/1991

Certificate in Medical Billing and Coding

Coahoma Community College - Clarksdale, MS 07/05/2008

References:

Rev. Anthony Pitts – My Pastor – 662-347-5934 – 15 yrs.

Mrs. Patricia Pitts – Church Member/Friend – 662-347-5907 – 22 yrs.

Mr. Terry Tyler – Drew - Police Chief – 662- 402-2229 – 2 yrs.

Mrs. Canary Pointer – Friend – 662-745-2690 – 59 yrs.

Mr. J.J. Roy – Church Member/Friend – 662-719-1170 – 59 yrs.

Mr. Joseph Amison – Church Member – 662-579-5122 – 12 yrs.

Mrs. Charlis Miller Chris – Friend -662-745-2155

Ms. Hazel Jean Harris
Brief Biography

My name is Hazel Jean Harris and I am a native Mississippian, having been born and raised in both, Minter City and Drew, Mississippi. I love my home state and I am excited to know that Mississippi is serious about the education of students through the establishment of a State Charter Authorizer Board to oversee the development and operations of charter schools in our state.

I attended Drew High School, but I graduated from Booker T. Washington High School (night program). I am the mother of 4 children (three sons and one daughter) and the grandmother to 14. I love the City of Drew and I am so proud of the wonderful things we are doing in the city.

I am the Vice Mayor of Drew and I am a member of the Mayor's Health Council, Drew United for Progress, the Excel By 5, and the Eastern Star. I attend Christian Union M.B. Church, under the leadership of Pastor Anthony Pitts. I am very active in my church where I sing in the choir and direct the youth choir. I also volunteer in my community as much as time will allow.

Again, I am very excited about all the new developments in my town, especially the ones involving the education of our children.

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve

2. Full name

Viscia Rashaye Pointer

Home Address

295 North Church Street

Business Name and Address

Drew, MS 38737

Phone Number

(662) 588-4205

E-mail address

visciap@yahoo.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

☐ Yes ☒ No

☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

I am interested in seeing children in our district learning in a non-traditional caring environment, where research-based instruction is the norm and motivation is a daily occurrence. The children in Sunflower County deserve a rewarding and quality education.

-
6. What is your understanding of the appropriate role of a public charter school board member?
As a member of the board, I take the responsibility of ensuring that the school's policies are being followed and that the children are receiving a quality education in a safe and caring environment. The duty as a board member requires being dedicated and connected.
-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Besides being a people person, I possess impeccable clerical skills, which will help me fit right in as the Board Secretary.
-
8. Describe the specific knowledge and experience that you would bring to the board.
I possess the ability to build rapport with community members. I am also an active advocate for children.
-

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
It is my understanding that the school's mission is to regain and promote quality education for all children through innovative teaching strategies and methods, framed by the STEAM model.
-
2. What is your understanding of the school's proposed educational program?
It is my understanding that the school is specifically designed to motivate and educate impoverished children, who have been traditionally underserved through the implementation of an arts-infused educational program with a rigorous college-based curriculum.
-
3. What do you believe to be the characteristics of a successful school?
A successful school is one that fosters a learning and nurturing environment. Everyone involved in the lives and learning of the children must take a holistic approach to carrying out the school's mission.
-
4. How will you know that the school is succeeding (or not) in its mission?
Achievement data, school climate and culture check meetings, and feedback from parents, teachers and students.
-

Governance

1. Describe the role that the board will play in the school's operation.
The board authorizes and approves the budget and generally serves as the oversight entity for the school.
-
2. How will you know if the school is successful at the end of the first year of operation?
Satisfaction reports as evidenced by various surveys, retention of students and staff, and positive organizational and personnel evaluations.
-
3. How will you know at the end of four years of the school is successful?
Great performance data in all core subjects and a long waiting list.
-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Serving in a professional capacity and being accessible
-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
-

We will adhere to the procedures that we have established in our Bylaws, Code of Ethics, and our Conflict of Interest Policy

-
6. If your school intends to contract with a third-party ESP: ***We will not contract with an ESP.***
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosures

-
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know these individuals ☐ Yes
-
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees ☐ Yes
-
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons ☐ Yes
-
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business ☐ Yes
-
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons ☐ Yes
-
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest ☐ Yes
-
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes
-

-
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

-
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name:

Viscia Porter
Viscia Pointer

Signature

2/16/14

Date

Viscia R. Pointer

295 North Church St, Drew, MS 38737 • (662)588-4205 • Email visciap@yahoo.com

Career Target: *Teaching*

To obtain an Adjunct Professor position that will allow the use of exceptional interpersonal, communication, computer and teaching skills

Business Experience

10/11 – 11/12

Sunflower County School District

Drew, MS

Americorps/ Substitute Teacher

- Communicate with Site Supervisors, Member Coordinators, and students' teachers regarding interventions and progress
- Conduct weekly progress monitoring to ensure the student is on track to read at grade level according to state/district standards.
- Implemented activities for kids to motivate their learning skills
- Organized MCT rallies
- Tutored and mentored disadvantaged youth
- Assess student's progress on a weekly basis
- Conduct one-on-one sessions using prescribed literacy interventions
- Provide homework help and academic tutoring to the youth in the program

06/04 – Present

Mississippi Department Of Corrections

Lambert, MS

Correctional Treatment Counselor

- Conduct initial intake and screening on new enrollees
- Gives general vocational, academic, social, and personal counseling to individuals.
- Evaluates prisoners' behavior, determines when progress has been made through treatment programs
- Participates in the development and implementation of substance abuse policies and programs within the facility; identifies prisoners with drug abuse problems.
- Confers with administrative and medical personnel in formulating plans for work assignments, training and other aids in institution adjustment and parole preparation.
- Organize and maintain treatment records both manually and electronically.
- Recommends either discipline or added privileges for prisoners to encourage acceptable behavior.
- Participated in Therapeutic workshops for staff and offenders
- Prepare and maintain all required treatment records and reports
- Learn about new developments in their field by reading professional literature, attending courses and seminars, and establishing and maintaining contact with management
- Plan and conduct programs to prevent substance abuse and counseling services.

02/04 – 06/04

Mississippi Department of Corrections

Parchman, MS

Correctional Service Aid

- Opens, date stamps, routes incoming mail, prepares outgoing mail in

- Reports, narratives, statistics, memorandums, investigations and correspondence from dictation, draft or general instructions as per policy.
- Types, files, distributes confidential personnel-related documents, ie., grievances, investigations, etc. Occasionally acts as resource for staff in directing who to contact regarding payroll, attendance records, personnel, etc..
- Assist the counseling staff in their casework, including interviewing inmates; assisting with inmate group sessions; and maintaining case files
- Perform duties in reception and commissary areas as assigned.
- Contacts records regarding paperwork for walk-in prisoner commitments; notifies booking staff of prisoners waiting for processing
- Retrieves booking and release information; researches and answers questions regarding prisoners' records.

08/03 – Present

Hunter Middle School

Drew, MS

Substitute Teacher

- Assume all duties of the classroom teacher promptly and in accordance with school rules.
- Follow the instructions left by the teacher or alert the administrator if there are no plans to follow.
- Maintain normal classroom routines and discipline procedures
- Maintain a positive learning atmosphere in the classroom
- Assume responsibility for overseeing kid's behavior in the class and during lunch and other activities.
- Graded daily papers and left summary of work covered
- Check to make sure all sufficient supplies were in the classroom to carry out lesson plans given

Key Knowledge & Skills Area:

Individual Counseling ▪ Group Counseling ▪ Screening ▪ Implementing ▪ Researching ▪ Resolving ▪ Communication
▪ Decision Making ▪ Facilitate ▪ Problem-Solving ▪ Listening ▪ Analyzing ▪ Mentoring & Evaluation

Technical Summary & Certifications:

Microsoft Office 2007

Professional Development:

Coahoma Community College, Completed Practical Nursing, 2009

Mississippi Valley State University, Masters in Criminal Justice, 2008

Mississippi Valley State University, BS in Criminal Justice, 2004

Drew High School, Diploma 1998

Achievement:

Empowerment Program 09/2013

Drew, MS

- ☐ The program offers weekly support groups for surrounding counties where young men can be themselves, get social support, build self-esteem and gain the motivation to complete their education. They get the opportunity to voice concerns on lifestyles, spirituality, manhood and more. Group members also learn leadership skills to help them flourish in their schools and communities but mostly have the opportunity to have a man's perspective on life for those whom have no father figure at home.

I am Viscia Pointer, a thirty-five year old native of Drew, Mississippi. The mother of two boys, Anfernee and Talan , I have remained in Drew , Mississippi to empower and advocate for the city's youth. May 1998, I graduated from Drew High School, whereas I pursued a Bachelor of Science degree (Criminal Justice) at Mississippi Valley State University. May 2008, I obtained a Masters Degree In Criminal Justice from Mississippi Valley State University. December 2009, I received my Practical Nursing Certificate from Coahoma Community College. Since 2004, I have been employed with the Mississippi Department of Corrections as a Correctional Treatment Counselor.

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve _____

2. Full name _____

Jennie Lewis

Home Address _____

1001 Cypress Street
Cleveland, MS 38732

Business Name and Address _____

Reliable Tax & Accounting Solutions, LLC
103 South Court Street
Cleveland, MS 38732

Phone Number _____

662/588-3113

E-mail address _____

lewisjennie@yahoo.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

☐ Yes ☒ No

☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school? *I agree that other* _____

educational options should be available to our kids. I have passion for the mission, vision and all that the proposed charter school represents.

6. What is your understanding of the appropriate role of a public charter school board member? *As I understand it, my role would be to support the mission and vision of the charter school. I also believe it would be my role to bring to the table the necessary skills (mine being broad ranging) needed to govern the charter school.*
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *No prior experience. However, I have the requisite skills (i.e., financial management, budgeting planning, organizational/leadership skills, work well in a team environment, etc.) to positively support and carryout the mission and vision of the charter school.*
8. Describe the specific knowledge and experience that you would bring to the board. *See answer number 7 and attached resume.*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *The mission is to prepare our kids to be great... to think bigger... and to prepare them to be successful in their continuing education. Position the kids to make more positive decisions throughout their lives.*
2. What is your understanding of the school's proposed educational program? *It is one that will foster a higher level of motivation and interest in education.*
3. What do you believe to be the characteristics of a successful school? *A few of them are local support, a clear mission, a large/diverse board have the needed skills, the right staff, and a well-structured school environment.*
4. How will you know that the school is succeeding (or not) in its mission? *Testing results, communication with the parents, and stay in communication with other board members.*

Governance

1. Describe the role that the board will play in the school's operation. *The governing board will exercise all powers of the school, except as otherwise provided by law, by the charter or by the bylaws.*
2. How will you know if the school is successful at the end of the first year of operation? *Whether or not there is visible evidence that the kids are thriving (measured by performance and test scores, feedback from the community, and measuring if operations exceeded the budget.*
3. How will you know at the end of four years of the school is successful? *I think this can be seen in whether enrollment numbers are up or down.*

-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Consistent monitoring of the school's performance, determining if we are operating within budget, consistent communication with other board members and key principals, getting feedback from parents and students, etc.*
-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *Discuss the issue with that individual, along with other board members. The board would collectively come to a decision... If the unethical behavior continued, I would remove myself from the board because I cannot be associated with unethical behavior. I hold integrity to the highest standard. Fairness means something to me...*
-
6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know these individuals ☐ Yes
-
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees ☐ Yes
-
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons ☐ Yes
-
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business ☐ Yes
-
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons ☐ Yes
-
6. If the school contracts with an education service provider, please indicate whether you, your spouse

or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name:

Jennie Lewis

Jennie Lewis
Signature

2-22-2016
Date

Jennie Lewis
1001 Cypress Street • Cleveland, MS 38732 • 662 588-3113 • lewisjennie@yahoo.com

Achievement-oriented financial professional with diversified experience in financial analysis, accounting, customer service and business support.

EDUCATION:

2007-May 2009	Delta State University Master of Business Administration Major: General Business	Cleveland, MS
2001-2006	Delta State University Bachelor of Business Administration Major: Finance	Cleveland, MS
1998-2001	Drew High School Diploma	Drew, MS

WORK EXPERIENCE:

January 2010- Present	Reliable Tax & Accounting Solutions <i>Accountant (Owner)</i>	Cleveland, MS
	<ul style="list-style-type: none">• Prepare income tax returns for individuals and small business owners• Educate clients about tax laws (such as, address complex tax issues and tax deduction problems to clients)• Provide payroll services to corporate firms and businesses• Provide wealth management services (i.e., investment advisory disciplines that incorporate financial planning)	
July 2013- November 2015	Rabo Agrifinance <i>Relationship Analyst (Full-time)</i>	Cleveland, MS
	<ul style="list-style-type: none">• Stay up-to-date on agricultural industry, including monitoring market intelligence.• Analysis and preparation of credit applications up to \$10M in customer exposure to assist the RM and customer to properly structuring loans and services provided by RAF.• Prepare industry research, operational/financial modelling analysis and ongoing maintenance of existing and new relationships including the preparation of annual customer reviews.• Review and analyze financial accounting data, legal documents, contracts, proposals and other records and documents to complete financial credit analyses	

- Assemble raw loan portfolio data from diverse sources into meaningful reporting information for use in quantifying and assessing asset quality of the portfolio as a whole and various segments and/or aspects of the portfolio

March 2008- July 2013

Guaranty Bank & Trust Co

Greenville, MS

Financial Analyst (Full-time)

- Review and analyze financial accounting data, legal documents, contracts, proposals and other records and documents to complete financial credit analyses
- Assemble raw loan portfolio data from diverse sources into meaningful reporting information for use in quantifying and assessing asset quality of the portfolio as a whole and various segments and/or aspects of the portfolio
- Prepare and distribute formal reports derived from the review and analysis of information obtained presenting both quantitative and qualitative evaluations of asset quality of the overall portfolio and various segments and or aspects of the portfolio and offering recommendations to effect improvement
- Communicate clearly and professionally in both oral and written forms to internal and external customers

Backup for AVP of the Credit Department

- Record new loans, establish relevant files, process loan payments and maintain loan records
- Receive and respond to requests for information verbally or in writing
- Research and gather pertinent information to calculate various values
- Receive and respond to complaints and request for loan maintenance or other services
- Research special issues and projects as assigned
- Provided input support as needed

August 2006- March 2008

Regions Financial

Drew, MS

Teller II (Full-time)

- Accurately conduct all credit and debit transactions to include receiving checking and savings deposits/withdrawals, checking endorsements, and accepting checks for cashing.
- Issue travelers check, money orders, and official bank checks
- Keep proper cash supply on hand and prepare daily proof record while maintaining an acceptable difference record
- Deliver excellent customer service to all bank customers
- Prepare various daily and monthly reports

August 2003- May 2007

MDOC

Parchman, MS

Correctional Officer II (Full-time)

- Train, monitor and direct subordinate staff in daily routines
- Maintain security and inmate accountability to prevent disturbances, assaults, or escapes
- Provide effective crisis intervention and emergency response, such as, first aid and CPR.
- Identify inmate behavior changes

June 2001- August 2003

Ellis Turnage Law Firm

Cleveland, MS

Accounting Clerk (Part-time)

- Record the day-to-day financial transactions (e.g., accounts payable & general ledger activities)
- Reconcile accounts
- Assist with tax return compilation
- Prepare management's monthly reports
- Perform other clerical duties (e.g., answer phone, run errands, & schedule appointments)

As a cheerleader on the sidelines in high school, I never imagined that one day I'd have a business of my own. Now, as one of the first African-American woman to own my own Tax, Accounting , and Insurance Comapny I am doing tremendous things. I am graduate of Delta State University with a Master's degree in Business Administration and Public Policy Analysis, and I also have a master's degree in accounting, also from DSU. I am a licensed CPA. Whenever time permits I love giving back to my community and hometown.

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Truth Academy STEAM Charter School
2. Full name Terry Lamont Tyler
Home Address 433 Central Street - Tutwiler, MS 38963
Business Name and Address _____
Phone Number (662) 404-2229
E-mail address Terrytyler1219@yahoo.com

- ☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☒ Yes ☐ No

I serve on the Board of the Chief of Police Association

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

☐ Yes ☒ No

☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

I would like to serve on this board because I believe that I would be a valuable community asset for the school and it's students, school faculty and staff, parents, and surrounding community.

6. What is your understanding of the appropriate role of a public charter school board member?
I understand that as a school board member, I would be held to the highest standards as I serve to govern the school community and its students.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have great leadership skills while serving on the board of the Chief of Police Association

8. Describe the specific knowledge and experience that you would bring to the board.

As Chief of Police in my community, I am viewed as a positive leader and servant of the community. I coach pee-wee (Little League) sports. I serve as minister of music in my church and I try to be involved in as many other community activities within the community, so as to humanize my position as a police officer.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I understand that a school such as the one we proposed for our community will engage and prepare students through a rigorous, standards-based education that uses an arts integrated, STEM framework and provide the underpinnings for every child to be successful in college, work, and life.

2. What is your understanding of the school's proposed educational program?

It is my understanding that the proposed school seeks to provide the kind of educational program that is motivational and non-traditional traditional in nature. Specifically, the educational program will be centered on a STEAM Pedagogy, framed by STEM education in one or more of the science, technology, engineering, and mathematics disciplines.

3. What do you believe to be the characteristics of a successful school?

A successful school is governed and supported by an open-minded board that oversees the employment of professional, competent, and caring teachers and other school staff.

4. How will you know that the school is succeeding (or not) in its mission?

Evaluations, surveys, and walkthroughs will be positive and all stakeholders will view the school as a true Center of Excellence; a model for teaching and learning.

Governance

1. Describe the role that the board will play in the school's operation.

The board will serve as the school's governing agency. It will establish and regularly review school policies and procedures

2. How will you know if the school is successful at the end of the first year of operation?

We will know that the school is successful at the end of the first year of operation if academic performance is good, parent, student, and community surveys show a great deal of satisfaction with what goes on in the school.

3. How will you know at the end of four years of the school is successful?

We will see a steady rise in students' scores, retention of faculty and staff, and student retention as well as enrollment growth.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will monitor all programs, be knowledgeable enough about all aspects of the school, so as to serve as ambassadors for the school.

-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Call meetings to ensure that everyone is truly on board and remind them that we should act in a professional manner at all times. Of course, continued behavior that goes against what we stand for can ultimately result in dismissal from the board in accordance with the bylaws set forth by the board.
-

6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosures

-
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know these individuals ☐ Yes
-
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees ☐ Yes
-
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons ☐ Yes
-
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business ☐ Yes
-
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons ☐ Yes
-
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest ☐ Yes
-
7. If the school plans to contract with an education service provider, indicate if you, your spouse or
-

other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name:

Terry Tyler

Signature

02/18/2016

Date

TERRY L. TYLER

433 Central Street

Tutwiler, Ms 38963

662- 404- 2229

SUMMARY

Law Enforcement - Manages and leads police department staff-including administration, operations, civilian operations and code compliance, directly or through subordinate supervisors using leadership skills. Provides effective leadership insuring that all functions within the Police Department are focused within an environment that is conducive to recognizing the creative attributes of all officers and civilians.

• MS Chief of Police	• OSC
• Security	• First Aid
• Certified Instructor	• Budgeting (Grant Writing)
• TCTI	• Active Response Shooting

EXPERIENCE

Chief of Police

2010- 2016

Ensures that the department offers and maintains an effective and positive Community Oriented Policing philosophy, for the purpose of maintaining the highest possible credibility level within the area. Develops, implements, monitors, and adjusts, as necessary, an effective communication system throughout the police department. Plans, coordinates, manages and evaluates police department operations. Develops policies and procedures for the Department in order to implement directives from the City Board. Ensures compliance with changing requirements in local, state, and federal laws, and accreditation requirements.

Police Officer

2007- 2016

Security

Report timely to locations of criminal incidents. Conduct checking, collect proofs, arrest suspects based on specific legislation. Operates, mounts/dismounts, zeros, and engages targets using night vision sight.

- Patrolling (on foot/car/bikes) to ensure no criminal activities are going on in localities.
- Assist public in response to requests regarding domestic violence, child abuse, theft, robbery and other criminal activities.
- Conducting arrests in regards to cases related to violation of human rights, security and peace of an area.

Funding***Grant Writing***

Generates revenues for police Department through timely submission of well researched writing , and documented grant proposals to government officials.

- Preparing crime reports and presenting progress of any case to senior officers.
- Preparing crime reports and presenting progress of any case to senior officers.
- Identify funding opportunities and new program areas

Networking

Group up with groups that believed in making a difference. Certain groups donated multiple vehicles to Police Department.

- Increased awareness of the organization
- Able to develop targeted department goals
- Donations

CERTIFICATIONS

- TASER
- MACE
- PPCT
- FIRST AID
- INTERACTIVE SPANISH SURVIVAL
- INTOXILYZER 8000

INSTRUCTOR

- TACTICAL RIFLE
- HANDGUNS
- FIREARM (SEMI AUTO)
- OC

EDUCATION

AA, GENERAL EDUCATION . MAY 2016.

Terry Tyler
P.O. Box 144
Tutwiler, MS 38963

Future Charter School
Drew, Ms 38737

Dear , CEO

First, I will like to take this time to graciously thank you for giving me the opportunity to express my deepest concern for the future Charter school , Ms. My name is Terry Tyler, I'm thirty-seven years of age and have resided in the Town of Tutwiler all my life. I'm married to Lakendria Tyler, and have one child. I am writing this letter of application to announce my interest in the position for one of your school board members. I believe the skills I have developed through my work experience, community involvement, and academic background unquestionably supports my candidacy.

I have acquired many skills and I am very well educated and I believe it will be useful for this positions as school board member. I am currently employed with the City of Drew as a Certified Chief of Police, and the West Tallahatchie School District as a Security Officer, where I received my High School Diploma and I also work with Tallahatchie County Sheriff Department. I am currently on the board of the Chiefs of Police Association, and Vice President of the Mid – Delta Law Enforcement Coalition Association. During my time as a correctional officer for the Marshall County Correctional Facility, in Holly Springs, MS, I was selected as a Sort Member and received special training in PPCT (Pressure Point Control Tactical) and OC Spray. I also have experience in Tallahatchie County where I serve as *Fire Chief for the Vance Volunteer Fire Department*. As a Volunteer Fireman, I have received several awards and acclamations for my performances. I'm licensed in the State of Mississippi as a lifetime instructor with tactical rifles, handguns, and shotguns, I'm also Tasers and OC instructor. I'm nineteen (19) hours away from my Bachelor's Degree in Criminal Justice and one class away from an AA Degree. I am also blessed with a great network system of grant writing that will bring many grants to the school system. At this time, I'm pleased to announce my interest in becoming one of your school board members.

Truth Academy STEAM Charter School

I have many certifications and awards including:

- Graduate of Mississippi Delta Community College Law Enforcement Training Academy
- Base Active Shooters Course #1 Certification
- Taser X26 Certification
- OC Survivor Basic Course
- Basic Semi-Auto Firearm Course
- Basic Radar Certification
- Selected Squad Leader of Class B-30
- State of Mississippi instructor in OC, Handguns, Tasers and Tactical Rifles

Much of my experience on my job and in the community has equipped me to work hard, and make firm and practical decisions for those individuals I am responsible for. For that reason, my motto is "*Standing Strong through Adversity*"; I believe when given the opportunity to serve as a school board member for your school, I will help lead the constituents in the *stand* to overcome diverse obstacles, re-enforce education, public safety and security, and restore trust in our school system. I look forward to putting my experience and other practical skills into use for the your school. Thank you for your time and consideration. Any questions or concerns please feel free to contact me at 662-404-2229

Lawfully,

Mr. Terry Tyler

Truth Academy STEAM Charter School

Staffing Chart

Truth Academy STEAM Charter Elementary/Middle School Staffing Model and Rollout

Title	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	Capacity 2022
Executive Director	1	1	1	1	1	1
School Leader (Principal)	1	1	1	1	1	1
Director of Curriculum & Instruction			1	1	1	1
Chief Financial Officer (CFO)					1	1
Assistant Principal			1	1	1	1
Teachers (Core Subjects)	10	12	14	16	16	16
Teachers (SPED / ELL)	2	2	2	2	2	2
STEAM Coordinator				1	1	1
Information Technology (IT) Coordinator (STEM)				1	1	1
Guidance Counselor			1	1	1	1
Librarian				1	1	1
Teaching Assistants		1	2	3	4	4
Substitute Teacher	1	1	1	1	1	1
Office Manager (Secretary I)	1	1	1	1	1	1
Records Clerk (Secretary II)			1	1	1	1
Food Services Personnel	1	2	2	2	3	3
Custodial Staff	1	2	2	2	3	3
Total Full Time Employees (FTE)s	18	23	30	36	40	40
Social Worker (PT)		.25	.25	.25	.25	.25
Cafeteria and Hall Monitor (PT)	.75	.75	.75	.75	.75	.75
In-School Suspension (ISS) Officer (PT)	.5	.5	.5	.5	.5	.5
School Nurse (PT)			.5	.5	.5	.5
Total Part Time Employees (PTE)s	1.25	1.5	2	2	2	2
TOTAL EMPLOYEES (FTE & PTE)	19.25	24.5	32	38	42	42

TRUTH ACADEMY STEAM Charter School

A School Where Students Can Conceptualize, Persevere, and Realize Their Dreams



EMPLOYEE HANDBOOK

Sponsoring Organization

Shades of Elegance Corporation

Byram, Mississippi

Truth Academy STEAM Charter Schools

***** EMPLOYEE HANDBOOK *****



Mission Statement

The mission of Truth Academy STEAM Charter School is to engage and prepare future-ready students through a rigorous, standards-based education that uses an arts integrated, STEAM framework and to provide the underpinnings for every child to be successful in college, work, and life. Truth Academy STEAM Charter School graduates are expected to immediately take advantage of opportunities through post-secondary institutions and businesses.

Vision

With STEAM + Arts or STEAM as its model, Truth Academy STEAM Charter School's (TASCS) instructional focus is centered on a STEAM Pedagogy, framed by STEAM education in one or more of the science, technology, engineering, and mathematics disciplines. At TASCS, however, we believe STEAM is much more than subject matter, but a process of leading students through distinct levels of research, planning, creation, and reflection that will be intentionally integrated with arts instruction to increase student engagement, creative thinking, and innovation (adding 'A' for "Art" to bridge STEAM to STEAM).

Truth Academy STEAM Charter School is committed to equal opportunity and nondiscrimination in all programs, events and services, regardless of economic or social status and does not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.

Truth Academy STEAM Charter Schools (TASCS) Employee Handbook
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Truth Academy STEAM Charter School

MISSION, OBJECTIVES, PARAMETERS, BELIEFS, & STRATEGIES

Mission Statement:

Truth Academy STEAM Charter School (TASCS) will engage and prepare future ready students through a rigorous, standards-based education and to provide the underpinnings for every child to be successful in college, work, and life. TASCS's STEAM graduates are expected to immediately take advantage of opportunities through post-secondary institutions and businesses.

Vision

Truth Academy STEAM Charter School envisions its STEAM graduates will be self-motivated, creative, and innovative thinkers and problem-solvers that are prepared to be trailblazers and leaders in the 21st century global workforce.

Academic Focus

Truth Academy STEAM Charter School students are expected to apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. The students will explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real life issues and solve problems or challenges. As students progress through elementary school they will begin to independently integrate the STEAM Standards of Practice. They will understand how to apply the roles and views of STEM + Arts career professionals and analyze real world issues, problems, or challenges as they incorporate STEAM content, skills, and practices and other disciplines such as social studies, performing arts, health, and creative movement. In short, Truth Academy STEAM Charter School students will thrive in a Science, Technology, Engineering, Arts, and Mathematics enriched curriculum. The STEAM focused education of our program will prepare students for further study in these areas and for careers in this highly sought after career field.

- To support our students as they seek academic excellence, we will offer:
- STEM/STEAM Labs
- STEAM focus woven within the curriculum
- Computers in every classroom
- Gifted and Talented Education
- Music program
- College-bound emphasis in all classrooms

The Need

As documented by Annual State- and District-level Report Cards, the students in the Sunflower County Consolidated Schools School District have continued to struggle with academic achievement. The current rating for the district is "D," which means that to date; the district is continuing to struggle with little signs of making significant improvement. The founding group surveyed key community members, business owners, parents, and students and found a general consensus among them that an alternative system of educational delivery is overdue. The

founding group also researched the effectiveness of charter school education versus traditional education delivery and found that effectively operated charter schools with strong researched-based instructional programs tend to perform better than traditional educational programs, especially if those schools began rigorous academic programs in the early years of the students' educational lives (Grades K - 5).

Truth Academy STEAM Charter School will serve all children well, taking care to be especially tuned to the unique needs and strengths of students who now have few educational options, many of whom are living in poverty. Of the approximate 4,037 students enrolled in the Sunflower County Consolidated School District, 98.6% are considered economically disadvantaged. The racial make-up of the district's students is approximately 3,861 (96%) Black; 95 (2.4%) White; 63 (1.6%) Hispanic; and less than 5% multi-racial, or Asian/Pacific Islander. While the first language of 99% of the district's public school students is English, approximately 2.1% are classified as Limited English Proficient (LEP) and we expect that number to increase with the steady increase of Hispanic families into the district. Seventeen secondary and less than 5% Elementary students are classified as students with disabilities; 18 (95%) of these are also considered economically disadvantaged; and 3,916 (97%) of Sunflower County Consolidated School District's students are eligible for Title I services; they qualify for free or reduced school lunch. This includes the LEP population.

While statewide standardized assessments showed that students made marginal academic gains at some grade levels in both reading and mathematics, the average range of scores over the three-year period published online (2013, 2014 for MCT2 and the Partnership for Assessment of Readiness for College and Careers (PARCC) in 2015) is 20s and 30s. Sunflower County Consolidated Public Schools, particularly in the primary grades, consistently perform in the lowest 10%. The district's leadership partly attributes the low scores to the district's ongoing struggle to adequately serve students with special needs, especially those who are low income, school-dependent learners. By offering a wide range of educational programming options, TASCs will attract and meet the needs of students from across rural Sunflower County Consolidated Schools' (Drew's in particular) socioeconomic, cultural and growing linguistic spectrum.

Targeted Population of Students

Demand for academically challenging, progressive education in the Drew/Sunflower County Consolidated Schools community far exceeds the number of seats that will ever be available at Truth Academy STEAM Charter School. Over a hundred and forty families have already expressed interest in applying to our school and we have not yet begun our general recruitment campaign. We have received the signatures of an additional 107 families (not including founders) expressing interest in sending their children to Truth Academy STEAM Charter School, if approved. This interest includes students whose first language is not English, particularly when they heard about our proposed unique language and support/enrichment programs.

Planned Community Outreach

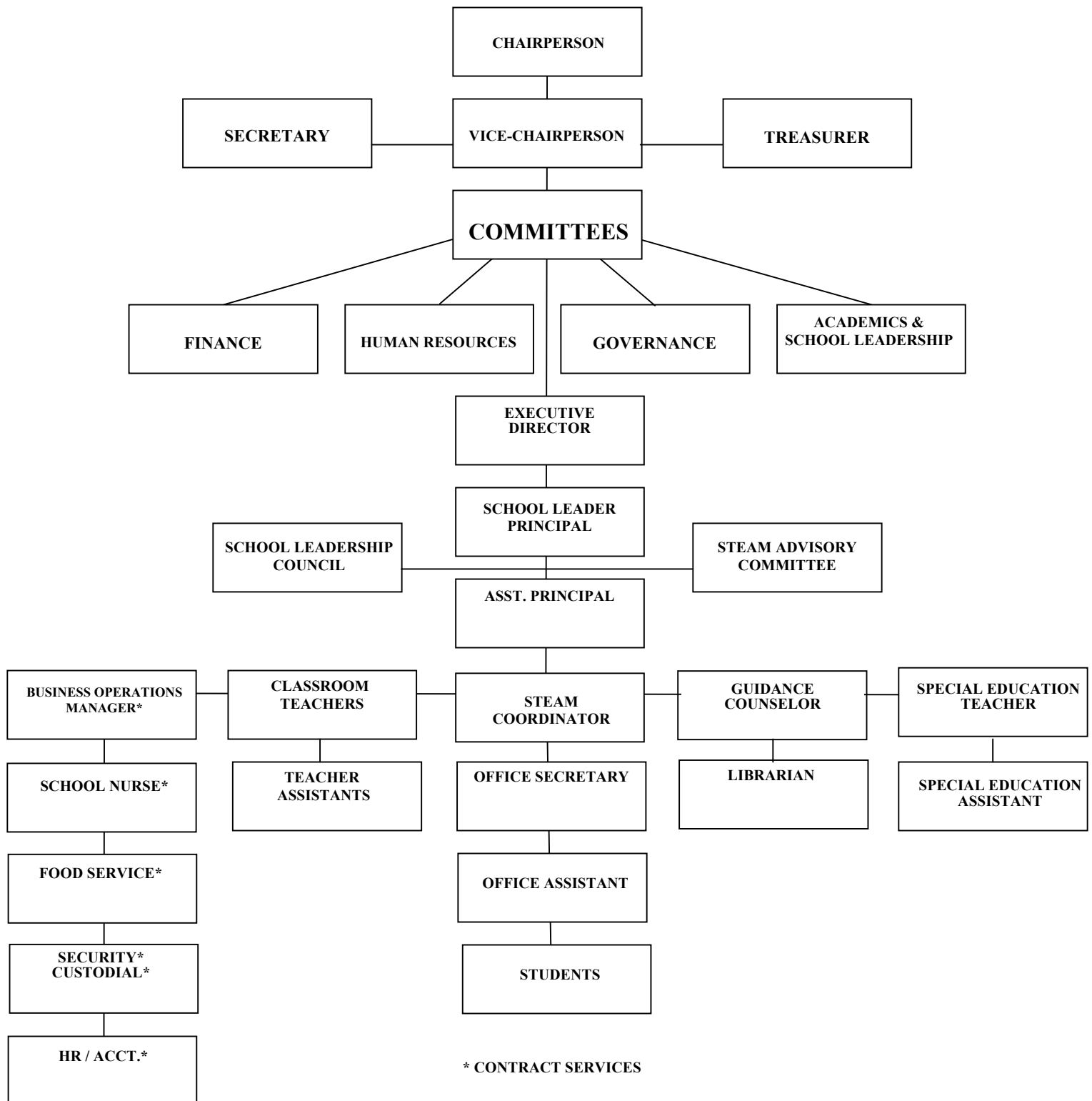
Truth Academy STEAM Charter School will rely on a vast array of community resources and organizations to provide students with sufficient structure and support. Families—the school's

most important partners—will be expected to monitor schoolwork, communicate effectively with TASCs, and ensure that students arrive on time every day. The school will keep families involved and well-informed through orientations, family nights, family/teacher conferences, family breakfasts, bi-weekly advisor/family phone calls, newsletters, monthly academic progress reports, a Homework Hotline, evening programs, and a Family Involvement Committee.

Individual or organizational history of success/accomplishments in education - New School

Truth Academy STEAM Charter School

MANAGEMENT ORGANIZATIONAL CHART



TEACHER RECRUITMENT TIME LINE

Teacher Recruitment Timeline Activity	Strategy	Person Responsible	Timeline
Job Posting - Teachers	Place job ads in newspaper, television, social media and school website.	* Executive Director * Principal	Jan – April 2017
Career Fair	Accept application and resumes/ interview & recruit	* Executive Director * Principal	March 2017
Interview Teachers	Interview potential teacher/ review credentials	* Executive Director * Principal	Apr – May 2017
Teacher Contracts	Employment Contract Negotiations	* Board Members * Executive Director * Principal	Apr – May 2017
Hire Teachers	Approve recommended contracts	* Board Members * HR Committee	May 1, 2017 - May 19, 2017
Teacher Orientation	Orient new staff to the school protocols.	* Board President * Executive Director * Principal	July 2017
In-service	Teacher training and in-service	* Executive Director * Principal	July 17 - 28 2017
Opening 2017 - 2018	Implement in-service training.	* Principal	August 2017

At capacity, Truth Academy STEAM Charter School will hire appropriately 32 licensed staff in accordance with the Elementary and Secondary Education Act (ESEA) insuring that each hired staff is highly qualified in the specific content teaching area. Additionally, TASCs will hire approximately 8 paraprofessionals and 2 office staff. All TASCs staff will undergo fingerprinting and criminal background check through MBI (Mississippi Bureau of Investigations) to include any past charges of maltreatment of a child. The governing board will appoint a HR Committee and Grievance Committee to implement school policies on hiring and dismissing school personnel. Selection criteria for proposed staff will include screening candidates for their understanding around the following key areas:

- STEM and STEAM instructional understanding knowledge and skill
- Credentials/expertise to include student achievement data (if applicable)
- Documented teacher past performance
- Professional development

Hiring

All applications are available at the school. Please see the office staff or school principal. Applications for all staff must be completed by the applicant and signed by the Principal and submitted to the Human Resources Department by the Principal. The Human Resources Department will conduct all necessary verifications for employment before an offer is made to an applicant. All positions are subject to approval by the Board. Truth Academy STEAM Charter School and Board are an Equal Opportunity Employer. TASCs and the Board do not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities.

Job Descriptions

School leadership Job Descriptions can be found in the Charter proposal Attachments 9 and 10

PERSONAL, PROFESSIONAL, ACADEMIC AND GOVERNMENT SERVICE LEAVE

Personal and Professional Leave – Personal and professional leave shall be granted in accordance with laws of the State of Mississippi and rules and regulations of the State Board of Education. Certified employees shall earn personal and professional leave at the rate of one day for each half-year employed for a total of two (2) days per year. Any personal and professional leave remaining unused at the end of a year shall be credited to sick leave.

If, at the termination of services, any employee has been absent for more days than leave has been earned, an amount sufficient to cover the excess days used shall be deducted from the employee's final salary payment.

Personal leave is used for personal reasons only. The approval of the Executive Director, a designee, or the Board shall be required under the following conditions:

1. Except in emergency, each employee shall give the Principal at least one day's notice in writing of intent to take leave.
2. If more than ten percent (10%) of the teachers in any given school request its use on the same day.
3. If requested during any prior established student examination period.
4. If requested on the day immediately preceding or following a holiday or vacation period.

Professional leave is a short, temporary absence for the purpose of attending workshops and other meetings relating to school business or serving on boards and commissions which meet during daytime hours when appointed by a mayor, city council, county executive or county commission. Requests shall be submitted to the principal at least five (5) days prior to requested personal and professional leave of absence.

In addition, certified employees shall be granted leave to serve on any board or commission of the state when the appointment is made by the Governor or General Assembly. Such leave shall not be counted against any other accumulated leave credits. The employee shall notify the Principal at least five (5) days prior to leave being taken.

Academic Leave – In addition, all employees shall be entitled to a leave of absence without pay, not exceeding one (1) year to further their education, or a full-time basis, provided such

academic work entails a minimum of at least eight (8) hours per semester of twelve (12) quarter hours per quarter. No employee shall be eligible for one such leave every 7 years of consecutive service in this system.

Government Leave – Employees who have been elected to state or local law-making bodies shall be granted leave without pay for the time those law-making bodies are in official session or while attending official meetings outside the session.

Substitute and Interim Teachers

- Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies as defined by the Mississippi Adequate Education Program (MAEP) and granted under written local school board policies. All substitute teachers shall be employed and paid by the TASCs board.
- Currently, The Mississippi Department of Education does not require substitute teachers working in the state to have a license or permit. However, to ensure ongoing quality of instruction, TASCs will require a minimum of an associate's degree.
- Positions vacated for less than twelve (12) months by teachers on leave shall be filled with an interim teacher for such time as the teacher is on leave.
 - *Non-certified substitute teachers are paid a rate of \$65.00 per day.*
 - *Certified substitute teachers are paid a rate of \$87.50 per day.*
 - *Substitute teachers serving in terminal positions (more than 3 weeks) are paid at a rate of \$100 per day. Only certified substitutes will serve in terminal positions*

Principal-Teacher Conferences

Each teacher should have at least one conference each term with his/her principal. These conferences should provide the opportunity for a discussion of any problems and serve as a basis for understanding between the teacher and the principal. Teachers are urged to request the conference if it has been overlooked by the principal during any term.

Certification

A copy of Mississippi Regulations for Certification of Teachers is available in each principal's office. Applications for teacher certificates, renewals, and additional endorsements may be obtained from the Mississippi Department of Education Office of Teacher Licensing.

Tenure

Tenure will be granted in accordance with Mississippi State regulations; that is teachers must have served a minimum of two (2) academic years in Mississippi and one (1) in the (Local Education Agency (LEA).

Professional Development

Truth Academy STEAM Charter School's principal instructional staff will engage in a minimum of 102 hours of strategic professional development throughout the school year. The following professional development scope and sequence give insight into projected professional development for school administration and staff throughout the implementation year 2017–2018.

The school will follow a first year professional development plan aligned with the following Professional Development Scope and Sequence. All school professional development will center around three primary categories:

- STEAM Instructional Models
- Data-Driven Instructional Culture
- School Improvement Plan (SIP)

PROFESSIONAL DEVELOPMENT PLAN - SCOPE AND SEQUENCE			
MONTH/YEAR	PRINCIPAL PD TOPICS	TEACHER PROFESSIONAL DEVELOPMENT	ASSESSMENT SCHEDULE RESPONSIBLE PERSON(S)
JULY 2017	<ol style="list-style-type: none"> Standards for School Improvement Plan How to extract, and develop teacher PD around incoming student spring test data Resourcing the school for opening First day/week planning for school operations Academic dashboard development for board reporting IDEIA and Students with Disabilities Staff handbook 	<ol style="list-style-type: none"> Technology interventions in Science STEAM instructional design aligned with the Common Core Standards Expectations for Teacher PLC's Engineering as everyday instruction How to make Math work best for students School leadership team nominations 	No Assessments
			Executive Director Principal
AUGUST 2017	<ol style="list-style-type: none"> Common interim assessments based on the core content standards Uses of school data rooms for building a data-driven culture Effective uses of classroom technology Conduct first faculty conference establishing goals and objectives for the new year Careful review of all student records and transcripts 	<ol style="list-style-type: none"> Weekly PLC's Effective uses of classroom technology for instruction School Improvement Plan Process, committees and chairpersons STEAM School-Wide Implementations School leadership team meeting and collaborating 	<ol style="list-style-type: none"> Daily performance indicators Weekly common assessments in-line with core content standards
			PD Facilitator: Principal Executive Director
SEPTEMBER 2017	<ol style="list-style-type: none"> Academic culture Review Budget Allocations Developing a plan for academic interventions during the school day Student performance documentation for parents School Leadership Team 	<ol style="list-style-type: none"> Creation of a school wide calendar for all staff that highlights special events, programs, open school days and nights, and celebrations Discussions around student discipline and 	<ol style="list-style-type: none"> Daily student assessments measured against performance indicators Weekly Common Assessments in-line with the core content state standards

	(SLT) review for board of directors	interventions to classroom behavioral issues 3. SWOT analysis for organizational development	PD Facilitators: Executive Director TASCs Principal SLT
OCTOBER 2017 (Full-day PD) (October 23 rd)	1. Review attendance plan for new school year 2. Finalize decisions with instructional team and guidance team of any school trips that will be taken by students and staff for instructional exposure	1. Analyzing and reviewing the results of student interim assessment data 2. Train teacher to integrate appropriate interventions in daily lessons, homework, assignments, etc. 3. School Improvement Plan committee processes and reporting 4. STEAM School-Wide Implementation	1. Daily students assessments on standards 2. Weekly Common Assessments in-line with common core standards 3. 1 of 3 - Cumulative formative assessment, one of three, on what student should know before leaving their current grade level 4. Quarterly student reports to all parents
			PD Facilitator - Principal
NOVEMBER 2017	1. Account Monitoring 2. M-STAR Teacher Evaluation Cycles 3. M-STAR Teacher Observation schedules 4. Student attendance due to weather conditions	1. Development of the Spring Family Math and Science Nights. 2. Development of the Spring Family Literacy Night	1. Daily students assessments based on identified performance indicators 2. Weekly Common Assessments in-line with core content standards
			Facilitators: Executive Director TASCs Principal Teachers
DECEMBER 2017	1. First semester reflections	1. Reflections on the first semester <ul style="list-style-type: none"> Academics Student Behavior Community Issues 2. Focus areas for Second Semester 3. School Improvement Plan Process and committee semester report outs	1. Daily students assessments based on identified performance indicators 2. Weekly Common Assessments in-line with core content standards
			PD Facilitators: PLCs TASCs Principal

JANUARY 2018 (Full-day PD) (January 2 nd)	<ol style="list-style-type: none"> 1. Completion of the staff evaluation process 2. Recruitment of new students and staff for upcoming school year 3. Collection and review of all mid-year evaluations 	<ol style="list-style-type: none"> 1. Spring “ramp-up” to identify student areas of deficiency in preparation for the spring assessment 2. Reflect on Semester 1 STEAM School-Wide implementation 	<ol style="list-style-type: none"> 1. Distribute end-of term report cards to all parents 2. Daily students assessments based on identified performance indicators 3. Weekly Common Assessments in-line with the state curriculum 4. 2 of 3 formative assessment measuring what students should know at this point in the school year
			Facilitator: TASCs Principal
FEBRUARY 2018	<ol style="list-style-type: none"> 1. Extended day/weekend 2. Facilities monitoring 3. Special Education student spring evaluations 4. Completion of teacher formal evaluations 	<ol style="list-style-type: none"> 1. Reflections on PLCs, DATA Room, and how these have affected instructional practices 2. School Improvement Plan processes and committees 3. Development of a school library 	<ol style="list-style-type: none"> 1. Daily students assessments based on identified performance indicators 2. Weekly Common Assessments in-line with common core standards
			PD Facilitators PLC Team Leaders TASCs Principal
MARCH 2018	<ol style="list-style-type: none"> 1. Meet with school safety committee 2. Ordering instructional materials for the next school year 3. Introduction of a summer skills institute for incoming students 4. Interim assessment results and strategies 	<ol style="list-style-type: none"> 1. Last minute strategies for students still projected for academic deficiency 2. Data-report out on where each student is categorized (i.e., Advanced, Proficient, or Below) 3. Action planning for next school year 4. Planning for the refinement, modification, and augmentation of the school’s STEAM School-wide program 	<ol style="list-style-type: none"> 1. Distribute end-of quarter report cards to all parents 2. Daily students assessments based on identified performance indicators 3. Weekly Common Assessments in-line with common core standards 4. 3 of 3 formative assessment
			Facilitators: Principal Building Testing Coordinator (BTC) Teachers

APRIL 2018 (Full-day PD) (April 2 nd)	<ol style="list-style-type: none"> 1. Preparation of new master schedule for next year 2. 2018 -2019 enrollment 3. Continued classroom visits 4. Finalizing interim assessments end of April or first of May 5. Review data of students involved in academic interventions 	<ol style="list-style-type: none"> 1. School/community relations 2. Enrichment programs 	1. Spring 2018 Summative (STATE) Assessments
			Facilitators: BTC Principal
MAY 2018	<ol style="list-style-type: none"> 1. Preparation of year-end staff evaluations/ratings 2. End-of-year school closeout procedures 	<ol style="list-style-type: none"> 1. End-of-year professional development aligning the schools mission, values, and beliefs 2. Plan for new grade level in the fall 3. Use latest interim assessment data to inform next years' practices 	1. Weekly Common Assessments in-line common core standards Facilitators: BTC Principal
JUNE 2018	STEAM Instruction Summer Institute (when applicable) Technology Summer Institutes (when applicable)	STEAM Instruction Summer Institute (when applicable) Technology Summer Institutes (when applicable)	No Assessments
			PD Facilitators: Executive director TASCS Principal
JULY 2018	Summer PD July 17 - 21 and July 24 - 28	Summer PD July 17 - 21 and July 24 - 28	Executive Director TASC Principal

COMPLAINTS AND GRIEVANCES

Employment-Related Complaints/Grievances – The Board believes that differences of opinions arising in the course of employment should be resolved as quickly as possible and at the lowest supervisory level.

However, in instances where an individual employee feels for personal reasons that he/she cannot discuss a problem with his/her immediate superior, he/she may take the problem directly to the director of schools. After review of the problem, the Executive Director shall take action as he/she deems appropriate and within a prompt, reasonable time shall notify all parties concerned of his finding.

Record Keeping

Teacher's Record Book: Each teacher is required to keep a class record book reflecting an accurate record of the classroom work and daily attendance of each pupil. The class record book is to be left with the principal on the last day of school. In some cases, other means of record

keeping will be required. The principal is responsible for informing the teacher concerning these procedures.

Textbook Records. Each teacher is responsible for requisitioning needed textbooks. The teacher shall record the student's name, date of issuance, condition of book, and book number on the proper forms. The teacher is responsible for periodic inspections of the books. At the end of the school year, the teacher is required to determine the condition of the book and notify principal in writing, if fines would be necessary.

Lesson Plans: Daily lesson plans shall be kept in duplicate, one copy to be kept in the teacher's plan book and one copy submitted to the principal via email, **no later than 8:00 a.m.** on Monday of the week they are to be executed.

Absence from Work

When a teacher is unable to be in school, the teacher shall notify the principal as soon as it has been determined that the teacher will be absent (before 7:00 a.m. if possible). If a third party is asked to relay the message that a teacher is to be absent, the teacher is held responsible for ascertaining that proper notification has been made. All substitute teachers will be selected from a list approved by the Executive Director and Principal.

In accordance with Mississippi Code Annotated § 37-7-307, Section 6(a), when a teacher is absent from work without approval from the principal for reasons not provided for by the state sick leave regulations or by personal and professional leave regulations, payroll deductions will be made for each day of such absence on the basis of 1/200 of the annual salary for each day of absence. The preceding statement applies to absence from in-service training as well as absence from the classroom. The principal may require a certificate from a physician for any sick leave.

SICK LEAVE

The definition of "sick leave" § 37-7-307, Section 6(a), as contained in RULES AND REGULATIONS of the Mississippi State Board of Education is herewith noted:

"sick leave" shall mean leave of absence because of: 1) illness of a teacher from natural causes or accident; 2) quarantine; or 3) illness or death of a member of the immediate family of a teacher, including the teacher's wife or husband, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, or sister-in-law. However, upon written request of the teacher accompanied by a statement from her physician verifying pregnancy, any teacher who goes on maternity leave shall be allowed to use all or a portion of her sick leave for maternity leave purposes during the period of her physical disability only, as determined by a physician."

A teacher employed by Truth Academy is credited with one day of sick leave for each twenty days worked during the school year (ten days for a full year of service.) The substitute for a regular teacher absent for illness is paid according to the certification status of the substitute teacher (See page 11 under the section entitled, "**Substitute and Interim Teachers.**"). Upon expiration of accumulated sick leave, the Board is required to employ a certificated substitute and such substitute will be paid on the basis of training and experience.

Long Term Leaves of Absence

Application for leave - All leaves shall be requested in writing at least thirty (30) days in advance on forms adopted by the LEA and uniformly used throughout the Sunflower County Consolidated School District. The thirty-day notice may be waived or reduced by the principal or upon a certified statement of physician approved by the director of schools.

School board's action on application - Each request for leave must be acted upon in accordance with board policy, and negotiated contract, or applicable state or federal law by the school principal within fifteen (15) days. Each applicant shall be notified in writing of the action of the principal, and the beginning and ending dates of the leave which is granted.

Term and extension of leave - All leaves, except military leave, shall be from a date certain to a date certain; however, any leave may be extended to a later specified date upon written request from the teacher. The procedure for extending a leave and the conditions under which a leave may be extended are the same as those used when originally requesting and granting the leave. Military leave and leave to hold legislative office shall be granted for whatever period may be required.

Teacher's reinstatement after leave - Upon return of the teacher within the twelve (12) months, the interim teacher shall relinquish the position, and the teacher shall return thereto. If the leave exceeds twelve (12) months, the teacher shall be placed in the same or a comparable position.

Teacher not returning after leave - Any teacher on leave shall, at least thirty (30) days prior to the date of return, notify the superintendent in writing if the teacher does not intend to return to the position from which he is on leave. Failure to render such notice may be considered breach of contract.

Effect of leave on teacher's rights - Any teacher on leave shall retain any accumulated tenure, salary or fringe benefit credits, and such leave shall not be construed to work a forfeiture of any accumulated tenure, salary or fringe benefit credits.

FAMILY AND MEDICAL LEAVE

Purpose – To entitle employees to take reasonable leave for medical reasons, for the birth or adoption of a child, and for the care of a child, spouse or parent who has a serious health condition.

Eligibility – Anyone who has been employed for at least twelve (12) months by the Truth Academy STEAM Charter School or anyone who has at least 1,250 hours of service (hours used for leave, even Family and Medical Leave Act of 1993 (FMLA) leave, shall not be credited for service for purposes of FMLA eligibility during the previous twelve month period.

General principles

1. Any employee shall be granted, upon request, up to 12 weeks unpaid leave for the birth or adoption of a child or the care of a child, spouse, or parent who has a serious health condition (Any female requesting leave due to pregnancy and childbirth shall be granted at least 4 months leave.)

2. Any employee on maternity leave shall be permitted to use accumulated sick leave during the period of actual physical disability only. Otherwise, the maternity leave shall be unpaid leave. A teacher may use up to 30 days of accumulated sick leave for the adoption of a child. If both adoptive parents are teachers, only one parent may request leave. Written verification from the adoption agency or other entity handling the adoption shall be required before the leave is granted.
3. The principal, when determining the period of actual physical disability, may require a physician's statement.
4. Request for leaves and extension of leaves shall conform to state law governing all leaves of absence.

QUALIFYING EXIGENCIES

Qualifying exigencies include:

- Issues arising from a covered military member's short notice deployment (i.e., less days of notice) for a period of seven days from the date of notification;
- Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to active duty or call to active duty status of a covered military member;
- Making or updating financial and legal arrangements to address a covered military member's absence;
- Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises from the active duty or call to active duty status of the covered military member;
- Taking up to five days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
- Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other ceremonies or programs sponsored by the military for a period of 90 days following the termination of the covered military member's active duty status, and addressing issues arising from the death of a covered military member; and
- Any other event that the employee and employer agree is a qualifying exigency.

MILITARY CAREGIVER LEAVE

An eligible employee who is a spouse, child, parent, or next of kin of a covered service member with a serious injury or illness shall be granted up to a total of 26 workweeks of unpaid leave during a "single 12-month period" to care for the service member. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. A serious injury or illness is one that was incurred by a service member in the line of duty that may render the service member medically unfit to perform the duties of his or her office, grade, rank, or rating. The "single 12-month period" for leave to care for a covered service member with a

serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later, regardless of the 12 month period established by the employer for other types of FMLA leave. An eligible employee is limited to a combined total of 26 work weeks of leave for any FMLA-qualifying reason during the “single 12-month period.”

RESTRICTIONS ON LEAVE

1. For foreseeable leave, the employee shall provide the principal with at least thirty (30) days written notice before the beginning of the anticipated leave.
2. The Principal may require that a request for leave be supported by certification issued by a health care provider with the following information:
 - a. the date on which the serious health condition commenced;
 - b. the probable duration of the condition;
 - c. the appropriate medical facts within the knowledge of the health care provider regarding the condition; and
 - d. a statement that the eligible employee is needed to care for the son, daughter, spouse or parent and an estimate of the amount of time that such employee is needed.
3. If there is any reason to doubt the validity of the certification provided, the principal may require, at the expense of the organization, an opinion of a second health care provider.
4. Once it has been established that the leave requested qualifies for FMLA, the Principal/designee shall notify the employee within two (2) business days (absent extenuating circumstances) that any leave taken pursuant to state leave statutes (paid vacation leave, personal leave, sick leave or worker's compensation) shall run concurrently with FMLA leave. The notice may be given orally or in writing. If the notice is oral, it shall be confirmed in writing, no later than the following pay day.
5. Intermittent Leave – When a licensed employee requests foreseeable leave for planned medical treatment and the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, the school may require that such employee elect whether to take the leave for periods of a particular duration, not to exceed the duration of the planned medical treatment or to transfer temporarily to an available alternative position for which the employee is qualified, and that has equivalent pay and benefits and better accommodates recurring periods of leave.
6. Period Near the End of an Academic Term (professional employees) – If leave is taken more than five (5) weeks prior to the end of the term, the director of schools may require the employee to continue taking leave until the end of the term if the leave is at least three (3) weeks of duration and the return of employment would occur during the three (3) week period before the end of the term. If the leave is taken five (5) weeks prior to the end of the term, the director of schools may require the employee to continue taking leave until the end of the term if the leave is greater than two (2) weeks duration and the return to employment would occur during the two (2) week period before the end of the term.

7. Spouses employed by Truth Academy STEAM Charter School are limited to a combined total of 26 work weeks in a “single 12-month period” if the leave is to care for a covered service member with a serious injury or illness, and for the birth and care of a newborn child, for placement of a child for adoption or foster care, or to care for a parent who has a serious health condition.

PERSONNEL/HUMAN CAPITAL

Truth Academy STEAM Charter Schools will follow and utilize an employee handbook and employment practices in correlation with the Mississippi Department of Education/Human Resources. Truth Academy STEAM Charter School will use employment contracts with all new-hire employees. TASCs also recognizes that Mississippi is an at-will employment state. No positions will be grant funded at this time.

School Salary Range/Schedule

In Year 1, Truth Academy STEAM Charter Schools will begin with 10 certificated instructional personnel (140 students), expanding to 16 certificated instructional staff by the fifth year of operations (360 students). Two full time equivalent positions will be associated with teaching specialist positions (SPED, ELL). All certificated instructional personnel will be contracted for 193 days (180 instructional days, 3 full-day professional development days, and 10 summer training sessions).

The starting salary for general instruction teachers will be based upon the adopted salary scale. We anticipate hiring entry-level faculty Teachers & Teaching Specialists (ELL, SPED). Teaching Specialist will develop shared approaches to meeting the needs of special education students at Truth Academy STEAM Charter School rather than in out-of-school placements. The salaries for teachers will begin at \$40,000 and \$42,000 for teacher specialist with the opportunity to achieve an annual salary of 42,455 and \$44,577 respectively in the fifth year of operation. This is based on meeting pay plan goals related to student achievement, classroom observations, and organizational goals. The budgeted salary for each teacher/teaching specialist in Year 1 is expected to increase annually at an average rate of 1.5 percent.

The governing board will employ a Principal to serve as School Leader. The Principal will be responsible for maintaining the academic integrity of the school. The Principal will also be responsible for meeting and maintaining the staffing needs, equipment, supplies and materials necessary to advance completion of the school’s improvement goals. The Board will also employ an Executive Director (ED), who will serve as Chief Academic Officer. The ED coordinates all Curriculum and Instruction matters, plans and conducts professional development activities, and trains other administrators and new hires. The ED also serves as liaison between the Board of Directors and the Principal and School. Administrative positions are 12-month. All full-time school staff will be given the option of participating in major medical, health and dental insurance option coverage. Teacher and Administrative Personnel Salary Schedules are on the following page

**Truth Academy STEAM Charter School
2017 - 2018 Teacher Salary Schedule**

Years of Exp.	B.A. Certified			M.A. Certified			Ed.D/Ph.D Certified		
	12 Monthly Installments	10 Monthly Installments	Annual Salary	12 Monthly Installments	10 Monthly Installments	Annual Salary	12 Monthly Installments	10 Monthly Installments	Annual Salary
0-1	3,333.33	4,000.00	40,000.00	3,750.00	4,500.00	45,000.00	4,166.67	5,000.00	50,000.00
2	3,383.33	4,060.00	40,600.00	3,806.25	4,567.50	45,675.00	4,640.62	5,568.75	55,687.44
3	3,434.08	4,120.90	41,209.00	3,863.34	4,636.01	46,360.13	4,698.63	5,638.36	56,383.56
4	3,485.59	4,182.71	41,827.14	3,921.29	4,705.55	47,055.53	4,757.36	5,708.84	57,088.32
5	3,537.88	4,245.45	42,454.54	3,980.11	4,776.14	47,761.36	4,816.83	5,780.20	57,801.96
6	3,590.95	4,309.14	43,091.36	4,039.82	4,847.78	48,477.78	4,877.04	5,852.45	58,524.48
7	3,644.81	4,373.77	43,737.73	4,100.41	4,920.49	49,204.95	4,938.00	5,925.60	59,256.00
8	3,699.48	4,439.38	44,393.80	4,161.92	4,994.30	49,943.02	4,999.75	5,999.70	59,997.00
9	3,754.98	4,505.97	45,059.70	4,224.35	5,069.22	50,692.17	5,062.25	6,074.70	60,747.00
10+	3,811.30	4,573.56	45,735.60	4,287.71	5,145.25	51,452.55	5,125.53	6,150.63	61,506.36

***Note:** Teachers/Certified staff with more than 5 years will start at the 5-year step within their education qualifications. Pay periods are bi-weekly.*

**Truth Academy STEAM Charter School
Principal/Assistant Principal
2017 - 2018 Salary Schedule**

Years of Exp.	Principal			Assistant Principal		
	12 Monthly Installments	Bi-Monthly Payments	Annual Salary	12 Monthly Installments	Bi-Monthly Payments	Annual Salary
0-1	5,833.33	2,916.67	70,000.00	5,416.67	2,708.33	65,000.00
2	6,586.69	3,293.35	71,050.00	5,497.92	2,748.96	65,975.00
3	6,718.42	3,359.21	72,115.75	5,580.39	2,790.19	66,964.63
4	6,852.79	3,426.39	73,197.49	5,664.09	2,832.05	67,969.09
5	6,989.85	3,494.92	74,295.45	5,749.05	2,874.53	68,988.63
6	7,129.65	3,564.82	75,409.88	5,835.29	2,917.64	70,023.46
7	7,272.24	3,636.12	76,541.03	5,922.82	2,961.41	71,073.81
8	7,417.68	3,708.84	77,689.14	6,011.66	3,005.83	72,139.92
9	7,566.03	3,783.02	78,854.48	6,101.83	3,050.92	73,222.02
10+	7,717.35	3,858.68	80,037.30	6,473.41	3,236.71	77,680.92

***Note:** Principals and Central Office Administrators with more than 5 years will start at the 5-year step within their education qualifications. Salaries at Masters +45 level are paid \$1,000 above their base salary; Doctoral levels paid \$2,500 above their base salary. Pay periods are bi-weekly.*

***Note:** Assistant Principals with more than 5 years, will start at the 5-year step within their education qualifications. Pay periods are bi-weekly occurring on the fifteenth and last day of each month. \$\$500 added for Masters + 45 and \$1,000 added for doctoral credentials. Pay periods are bi-weekly.*

SALARY DEDUCTIONS

- Mandatory deductions are made from the teacher's monthly salary in payment for Withholding Tax, Mississippi Retirement Contributions, and Social Security Tax.

Optional deductions will be made upon authorization by the teacher into any of the following:

- Bank/Savings Institutions and account number for purpose of automatic check deposits
- Group insurance premiums as approved by the Board of Directors
- Tax-sheltered annuity or deferred compensation plans as approved by the Board

CHANGE OF ADDRESS AND TELEPHONE NUMBER

Immediate notice should be given to the school principal and to the Personnel Department when a change of address/residence and/or telephone number occurs within the school year. A new personnel card must be completed and sent to the Personnel Department.

SCHOOL LEADER/TEACHER EVALUATION TOOL

MPES, M-STAR, and Supplemental Leader Evaluation Tool

In the founding year (2017-2018) and four (4) successive school years, Truth Academy STEAM Charter School will utilize the Mississippi Principal Evaluation System (MPES), which is designed to fulfill federal requirements and conform to the *Mississippi Standards for School Leaders*, will be used to evaluate the school leader (Principal). However, in year six of school implementation, Truth Academy will supplement the MPES Evaluation Framework with the *Marzano School Leadership Evaluation Model* for evaluating the performance of the Executive Director and the Principal. The TASCs Board of Directors will evaluate the Executive Director and School Leader on an annual basis.

Also in the founding year (2017-2018) and four (4) successive school years, Truth Academy STEAM Charter School will utilize the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) in its efforts to improve the professional performance of all TASCs teachers. In Year 6 of implementation, Truth Academy STEAM Charter School will supplement the M-STAR Evaluation Tool with the Marzano Teacher Evaluation Tool (MTET) in alignment with the school leader evaluation tool.

Discrimination/Harassment Grievances - Employees should notify the Executive Director or Human Resources Manager if they believe the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute or board policy including:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Claims of sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972

The Executive Director or Human Resources Manager will endeavor to respond and resolve complaints.

Procedures:

1. **Filing a Complaint** – An employee who wishes to avail himself /herself of this grievance procedure may do so by filing a complaint with the Executive Director or Human Resources Manager. The employee may request a complaint manager of the same gender. The complaint manager may assist the employee in filing a grievance.
2. **Investigation** – The complaint manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The complaint and identity of the complainant will not be disclosed except (1) as required by law or this policy; or (2) as necessary to fully investigate the complaint; or (3) as authorized by the complainant. The complaint manager shall file a written report within ten (10) days of the filing of the grievance with the director of schools, which outlines the investigation of the complaint. If a complaint of sexual harassment contains allegations involving the director of schools, the written report shall be filed with the Board.
3. **Decision and Appeal** – After receipt of the complaint manager's report, the Executive Director shall report his finding within five (5) days of the receipt of the report to the employee. If the employee is not satisfied with the finding, the employee may appeal the finding to the Board by making a written request to the complaint manager. The complaint manager shall be responsible for promptly forwarding all materials relative to the complaint and appeal to the Board. Thereafter, the Board shall render within thirty (30) days from the date the appeal was received, review the appeal and affirm, overrule or modify the finding and render its finding to the complainant. This grievance procedure shall not be construed to create an independent right to a Board hearing.
4. **Appointing Complaint Managers** – The Executive Director shall appoint at least two complaint managers, one of each gender. The Federal Rights Coordinator may be appointed as a complaint manager. The Executive Director shall identify the name, address, and telephone number of the person who is responsible for coordinating the district's compliance efforts.

INSURANCE

Hospitalization and Major Medical Insurance is available to those who desire coverage. The payroll office makes a deduction for ten (10) consecutive school months (all months except July and August).

- A. The insurance contract extends from October 1 through September 30. This does not have to be renewed each year. The employee is automatically covered until he/she requests not to be.
- B. A teacher employed after the beginning of the school year may apply for coverage at the time of employment.
- C. In the event that a person terminates employment, his/her coverage shall terminate at the end of the period for which he/she has already paid.
- D. Claim forms are available at the school offices or the central office.

CUSTODIAL SERVICES

Custodial services are the responsibility of the Principals. Custodial Services will be contracted out to a private service. Employees, parents, and other stakeholders should make any suggestions, complaints, or needs concerning the building maintenance or custodial service known to the Principal rather than the custodial staff or maintenance workers.

FOOD SERVICES

Food Services are the responsibility of the Principal. Food Services may be arranged through a partnership with the LEA or be contracted out to a private service. Employees, parents, and other stakeholders should make any suggestions, complaints, or needs concerning the food services department known to the Principal rather than the food service staff.

SECURITY

Security will be the responsibility of the Principals. Security (if applicable) will be contracted out to a private service. Employees, parents and other stakeholders should make any suggestions, complaints, or needs concerning the security department known to the Principal rather than the security staff.

TRANSPORTATION/FIELD TRIPS

Transportation is the responsibility of the Principals. Transportation will be contracted out to a private service.

Students may be taken on field trips only when the field trips relate to the instructional program. Applications for field trips shall be made in writing on forms provided by the Principal. Rules concerning the use of school buses for field trips are as follows:

1. Approval forms for first semester field trips must be submitted on or before September 15th. Approval forms for the second semester must be submitted on or before February 1st.
2. Field trips will be limited to the hours between 8:00 a.m. and 2:00 p.m. in a school day.
3. Arrangements for buses and drivers must be made with the employee designated as the transportation supervisor.
4. One full tank of gasoline will be provided without charge.

The trip sponsor will be responsible for any additional gasoline used and payment of the driver. On evening or weekend trips, gasoline must be provided for the following morning's regular bus route.

Approval for a series of trips, such as athletic trips, may be obtained on one approval request. Approval of the parent or guardian of each student who goes on a field trip must be on file in the school prior to the trip.

REIMBURSEMENT RATES FOR SCHOOL BUSES AND BUS DRIVERS

Truth Academy STEAM Charter School permits the use of school buses for field trips. Because of the frequent use of school buses and the expense involved, it has become necessary that the Board of Directors adopt the following reimbursement rates for school buses and drivers:

- Vehicle charges - Charges for the use of buses will be at the rate of 35 cents per mile, which will be calculated on the mileage from the school to the designated place and return to school. The trip sponsor should obtain the necessary forms from the school office before leaving on the field trip.
- Driver Charges - Charges for drivers will be calculated according to the current field trip reimbursement form.

HARASSMENT/DISCRIMINATION OF EMPLOYEES (Sexual, Racial, Ethnic, Religious)

Employees shall be provided a work environment free from sexual, racial ethnic and religious discrimination/harassment. It shall be a violation of this policy for any employee or any student to discriminate against or harass an employee through disparaging conduct or communication that is sexual, racial, ethnic or religious in nature. The following guidelines are set forth to protect employees from discrimination/harassment:

- A. Employee discrimination/harassment will not be tolerated. Discrimination/harassment is defined as conduct, advances, gestures or words either written or spoken of a sexual, racial, ethnic or religious nature which:
 - 1. Unreasonably interfere with the individual's work or performance; or
 - 2. Create an intimidating, hostile or offensive work environment; or
 - 3. Imply that submission to such conduct is made an explicit or implicit term of employment;
 - 4. Imply that submission to or rejection of such conduct will be used as a basis for an employment decision affecting the harassed employee.
- B. Alleged victims of sexual, racial, ethnic and religious discrimination/harassment shall report these incidents immediately. This report should be made to the immediate supervisor except when the immediate supervisor is the offending party. If the immediate supervisor is the offending party, the report may be made to the Federal Rights Coordinator or the Director of Operations or the Board of Directors. Allegations or discrimination/harassment shall be fully investigated.

Complaints and Grievances

The privacy and anonymity of all parties and witnesses to complaints will be respected. However, because an individual's need for confidentiality must be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension. There will be no retaliation against any person who reports discrimination/harassment or participates in an investigation. However, any employee who refuses to cooperate or gives false information during the course of any investigation may be subject to disciplinary action. The willful filing of a false report will itself be considered harassment and will be treated as such.

An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator or the Director of Operations or the Board of Directors.

Discipline: Guiding Policy

Good discipline is more than the maintenance of school and classroom order. It has as its ultimate objective the development of socially approved self-control with due respect for democratically constituted authority. Policies and practices of discipline should be such as will help achieve this broad objective while at the same time achieving the immediate objective of

maintaining the desired degree of order in the school. The responsibility of the school staff for student behavior shall extend to all school activities, including ball games, field trips, etc.

The principal is responsible for establishing and maintaining effective discipline within the school. Each teacher is responsible for the promotion of an environment conducive to learning. Every teacher is a disciplinarian during every hour of the school day and in every part of the school plant.

Dismissals

Pursuant to Section 37-9-59 of the Mississippi Code, regarding termination of licensed employees, Truth Academy STEAM Charter School may dismiss tenured teachers only by a showing of cause, after following such procedural requirements as; providing notice to the teacher, specifying the charges against the teacher, and providing the teacher with a meaningful hearing. Tenure also provides some protection for teachers against demotion, salary reductions, and other discipline. However, tenure does not guarantee that a teacher may retain a particular position, such as a coaching position, nor does it provide indefinite employment.

Prior to attaining tenure, a probationary teacher may be dismissed at the discretion of the school district, subject to contractual and constitutional restrictions. If a probationary teacher's dismissal does not involve discrimination or does not violate terms of the teacher's contract, the school district most likely does not need to provide notice, summary of charges, or a hearing to the teacher.

Truth Academy STEAM Charter School must show cause in order to dismiss a teacher who has attained tenure status. Some state statutes provide a list of circumstances where a school may dismiss a teacher. These circumstances are similar to those in which a state agency may revoke a teacher's certification. Some causes for dismissal include the following:

- Immoral conduct
- Incompetence
- Neglect of duty
- Substantial noncompliance with school laws
- Conviction of a crime
- Insubordination
- Fraud or misrepresentation
- Loss of license or revoked license

LENGTH OF SCHOOL YEAR/DAY

Length of School Year

Truth Academy STEAM Charter School operates on a 200-day calendar comprised of a minimum of 180 instructional days, thirteen (13) professional development/administrative days, and ten (10) paid vacation days. The structure of the school year calendar is in compliance with Mississippi State School Law, regarding required school year days. The value of a single day is 1/200th of the gross annual salary.

Length of the School Day

Teachers shall be on duty at least seven and one-half hours per day, and such additional time as the administrative organization requires.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Leave time in excess of the two days professional leave may be granted without pay for the purpose of participation in meetings, conferences, or other business or professional organizations. Prior approval of this leave time is required.

GRADING PROCEDURES

Information is available from the school Principal concerning Truth Academy STEAM Charter School's grading procedure. The following guidelines must be followed concerning individual teacher grading procedures:

- A specific plan for student grading and evaluation must be developed by the teacher;
- This specific plan must be approved by the local school administrator; and
- A written copy of each teacher's student grading and evaluation plan must be kept on file in the school office.

HEALTH INSURANCE PORTABILITY and ACCOUNTABILITY ACT (HIPAA)

In 1996, Congress enacted the Health Insurance Portability and Accountability Act (HIPAA) to ensure continued health insurance coverage to individuals who change jobs, and to establish standards regarding the electronic sharing of health information. For purposes of HIPAA, "covered entities" include health plans, health care clearinghouses, and health care providers that transmit health information in electronic form in connection with covered transactions (45 CFR 160.103).

Technically, schools and school systems that provide health care services to students may qualify as "covered entities" under HIPAA. However, the final regulations for the HIPAA Privacy Rule exclude information considered "education records" under The Family Educational Rights and Privacy Act of 1974 from HIPAA privacy requirements. This includes student health records and immunization records maintained by an education agency or institution, or its representative; as "education records" subject to FERPA, these files are not subject to HIPAA privacy requirements. In addition, school nurse or other health records maintained on students receiving services under the Individuals with Disabilities Education Act (IDEA) are considered "education records" and also subject to that Act's confidentiality provisions. Consequently, these records are subject to FERPA and not the HIPAA Privacy Rule.

Nevertheless, certain activities, when performed by a school, could be subject to other provisions of HIPAA that concern electronic transactions. According to the preamble to the December 2000 final rules, "the educational institution or agency that employs a school nurse is subject to our (HIPAA) regulation if the school nurse or the school engages in a HIPAA transaction." HIPAA transactions are defined in the Code of Federal Regulations (CFR) as "the transmission of information between two parties to carry out financial or administrative activities related to

health care," including submitting claims. However, consent must still be secured under FERPA before the records are disclosed.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- A. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- B. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- C. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - 1. School officials with legitimate educational interest;
 - 2. Other schools to which a student is transferring;
 - 3. Specified officials for audit or evaluation purposes;
 - 4. Appropriate parties in connection with financial aid to a student;
 - 5. Organizations conducting certain studies for or on behalf of the school;
 - 6. Accrediting organizations;
 - 7. To comply with a judicial order or lawfully issued subpoena;
 - 8. Appropriate officials in cases of health and safety emergencies; and
 - 9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under FERPA laws, Truth Academy STEAM Charter School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

PERSONNEL CONFLICT OF INTEREST

As a Truth Academy STEAM Charter School employee, the employee represents the State of Mississippi in their contacts with the public, on and off the job. Each contact made is an opportunity to create goodwill for the School and the state government. Courtesy must be shown in all contacts with the public and with coworkers. Because the citizens of the State of Mississippi employ TASCs employees, prompt, polite, and courteous service is essential regardless of the circumstances. If an employee feels that he/she has been subjected to discourteous behavior, he/she is encouraged to discuss this with the Principal or another supervisor.

Employment with the State of Mississippi is a position of public trust. Employees must not participate in any activity either in a private or in an official capacity where a conflict of interest may exist. An employee's first loyalty should be to the public interest, and he/she must avoid associations or interests that could affect his/her objectivity in performing his/her job or in making the decisions required of his/her position. However, employees are encouraged to participate in professional and civic organizations, if such participation does not adversely affect their role as a public employee. If an employee questions whether any outside activity or interest may be in conflict with his/her job requirements, he/she should ask for guidance from the School Principal, the Executive Director or the human resources office.

Political Activity

The Federal Hatch Act and the Mississippi Little Hatch Act control political activity of state employees. Generally speaking, during those hours of the day when employees are required to conduct the business of the School, they may not actively engage in a political campaign on behalf of any party, committee, organization, agency, or political candidate; or attend political meetings or rallies; or otherwise, use their official position or employment to interfere with or affect the result of any regular or special election; or perform political duties or functions not directly a part of their employment.

TASCs employees are encouraged to exercise their right to vote for the party or candidate of their choice and they are free to express their personal opinion concerning a political subject, party or candidate. Employees can obtain additional information from the human resources office. If an employee wishes to seek an elective office, provisions of the Federal Hatch Act and the Mississippi Little Hatch Act may cover him. The employee must seek guidance from the human resources office on the procedure he/she should follow before qualifying as a candidate.

Personnel Records

The TASCs Human Resources Office keeps an official record for each employee. Information pertaining to employee's employment is filed in their personnel file and is available for their review in the TASCs human resources office during regular office hours. It is most important that employees keep their records accurate and up-to-date at all times. Employees should also report any change in their status to the human resources office. Additionally, employees must be sure to report all changes of name, address, marital status, beneficiaries, or changes in the status of your dependents.

Employee Identification

Truth Academy STEAM Charter School's Human Resources Office will issue each employee a school identification card (I.D.). The employee should keep this card on his/her person for any occasion that would require his/her identification as a school employee. In addition, the employee may be required to carry or wear a pass for the building in which he/she works.

Equipment and Supplies

TASCS employees have an obligation and responsibility to use and care for machines and equipment they use on the job. Improper use and maintenance of equipment that TASCS employees depend upon can lead to unnecessary losses in time and money. When not in use, equipment should be stored or covered. Employees have a duty to conserve and protect School property. Employees should not directly, or indirectly, use or allow the use of governmental property, including telephones and computers, vehicles, equipment, facilities, personnel, supplies, or services of any kind for other than approved activities. This includes anything leased to the School or otherwise paid for by the School. School issued equipment and clothing must be returned upon separation.

Use of School Telephones

School telephones are provided for business purposes. **Absolutely no personal long distance telephone calls are to be charged to the School's telephone system.** Abuse of the School's telephone system will result in the School taking appropriate disciplinary action. While personal telephone calls are allowed for local calls, such calls should be limited to a few minutes and occur only during the employee's break or planning time, except in case of an emergency. Employees must consult the Principal regarding proper procedures for placing work related long distance telephone calls.

Use of School Computers

The school's computers are available for school business purposes only. This includes use of the Internet. No programs should be installed without permission of the Information Systems Director in the school. Unauthorized use of school computers or systems could result in disciplinary action, up to and including dismissal. All employees with access to School computers should read and sign the Acceptable Use Policy, Network Access Rights and Obligations.

Solicitation

There shall be no solicitation by any person, organization, or association on state property. Solicitation is any attempt to seek contributions, gifts, or donations; or to offer memberships in any organization, or to solicit the purchase of any property; or to distribute literature or any other material. This rule does not apply to solicitation conducted by the state or federal government (e.g., Mississippi Employees Charitable Solicitation Campaign, etc.). State buildings are under the operation of the Department of General Services. The rule regarding solicitation on State/School property can be found on the Secretary of State's website.

Gifts and Contributions

Employees, in the course of or in relation to their official duties, shall not directly or indirectly receive or agree to receive any payment of expense, compensation, gift, reward, gratuity, favor,

service, or promise of future employment or other future benefit from any source, except the state, for any activity related to their duties as state employees unless otherwise provided by law. Executive orders concerning ethics, conflicts of interest, and acceptance of gifts are posted in the human resources office.

Personal Property

The Truth Academy STEAM Charter School location is open for both the public and a large number of fellow employees; therefore, it is important to use sound judgment when bringing personal property to work. It is the employee's responsibility to secure any personal property in the workplace properly.

Employee Acceptable Use Policy for the 2017-2018 School Year

The primary purpose of Truth Academy STEAM Charter School's electronic communications network is to support and enhance learning and teaching that prepares students for success. Providing access to technology is an investment in the future of both our students and staff. The TASCs Board expects that employees will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat room and cyber bullying awareness and response. While employees will be able to move independently through resources, access from school to Internet resources should be structured in ways which point employees to those sources suited to educational objectives. The School will use existing avenues of communication to raise awareness and inform parents about Internet safety. The district will provide adequate direction for Internet usage and instruction on how to teach students appropriate methods to avoid dangerous, inappropriate, or unlawful online behavior. Truth Academy STEAM Charter School will take measures designed to protect students from child pornography and obscenity as well as other materials that are harmful to minors pursuant to 47 U.S.C. 6801, 677, 9134; 47 U.S.C. 254 (h) and (1) and the Children's Internet Protection Act (CIPA).

Employees may not install any hardware, software, peripherals, or external devices of any kind without adequate supervision and prior approval from both building level administration and the technology department. Employees can be held legally and financially responsible for any problems that occur due to inappropriate use of the computer hardware, software, and the networks in our schools.

Terms and Conditions:

- I understand that computers, network, and Internet access, are for educational purposes only to qualified students, teachers, administrators and staff.
- I will never share my password with anyone else.
- I will never attempt to tamper with, or otherwise disrupt other people's data or computer equipment, or try to gain unauthorized access to accounts or files on any computer, network, or on the Internet.
- I understand that disciplinary action will be taken against any user found using the Internet/network to cyber bully or threaten another individual or group.
- I understand that disciplinary action will be taken against any user found sending or acquiring objectionable material over the Internet, or creating, copying or otherwise manipulating objectionable material on school equipment or on school premises.
- Any use of school technology for commercial or for profit purpose, personal or private gain, is strictly prohibited.
- Employees are financially responsible for the repair of any intentional damage done to any computer programs, hardware, and networks.
- The Board specifically forbids the unauthorized reproduction/installation of software.
- I understand that I cannot use any device to access school or non-school networks while on school property without prior authorization.

Employee Name (Print)

Employee Signature

Date

**Truth Academy STEAM Charter School
Teacher/Employee Handbook**

I acknowledge receipt of the **Truth Academy STEAM Charter School** Teacher/Employee Handbook.

Teacher/Employee Name (Please Print)

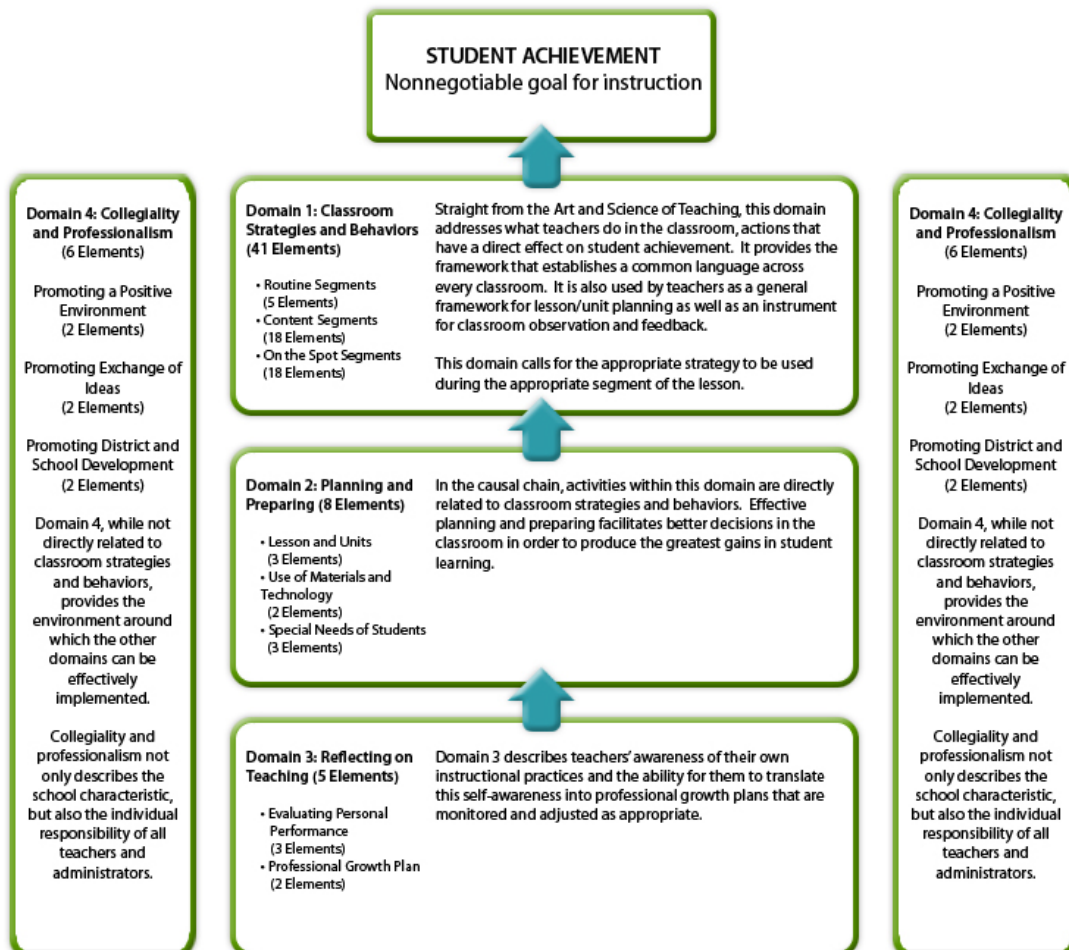
Teacher/Employee Signature

Date

Supplemental Teacher Evaluation Tool: *Marzano Teacher Evaluation Model (MTEM)*

In the founding year (2017-2018) and four (4) successive school years, Truth Academy STEAM Charter School will utilize the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) in its efforts to improve the professional performance of all TASCs teachers. In Year 6 of implementation, Truth Academy STEAM Charter School will supplement the M-STAR Evaluation Tool with the Marzano Teacher Evaluation Tool (MTET) in alignment with the school leader evaluation tool. Dr. Robert Marzano founded the Marzano Teacher Evaluation Model on both historical studies and contemporary research to offer the most inclusive look at teacher effectiveness and development of expertise (Marzano, May 8, 2012). The Marzano model is designed to bridge the gap between teacher evaluation, leadership evaluation, and student achievement. The MTEM addresses four (4) domains of teacher evaluation:

- Domain 1 – Classroom Strategies & Behaviors
- Domain 2 – Planning & Preparing
- Domain 3 – Reflecting on Teaching
- Domain 4 – Collegiality & Professionalism



As shown in the figure on the preceding page, the four domains of the Marzano Teacher Evaluation Model contain 60 elements that build on each other to support teacher growth, development, and performance. The model identifies a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise. Unlike other evaluation models, the MTEM centers on Domain 1 (Classroom Strategies and Behaviors). This domain contains the largest number of elements, all of which have been shown in causal studies to have the most direct effect on student performance (Marzano and Frontier, 2009).

The figures also shows how Each domain builds on the previous one with direct links to create a “causal” chain that results in increased learning and achievement for all students. This direct causal effect between elements of the model and student achievement is validated by data analysis from experimental/control studies (Marzano, January 31, 2012).

Justification for Selection of MTEM as a Supplemental Evaluation Model

The founding team considers bolstering student achievement the schools central focus. As such, the “Cause-and-Effect Relationship to Student Achievement” feature, which is at the heart of MTEM, was the selling point for the team. This feature is based on Dr. Marzano’s acclaimed Art and Science of Teaching framework and the meta-analytic research he has conducted over several decades. Having the distinction of being the first of its kind, MTEM is not only based on studies that correlate instructional strategies to student achievement, but is also grounded on experimental/control studies that establish a direct causal link between elements of the model and student results (Marzano and Frontier, 2011).

The Teacher Evaluation Platform

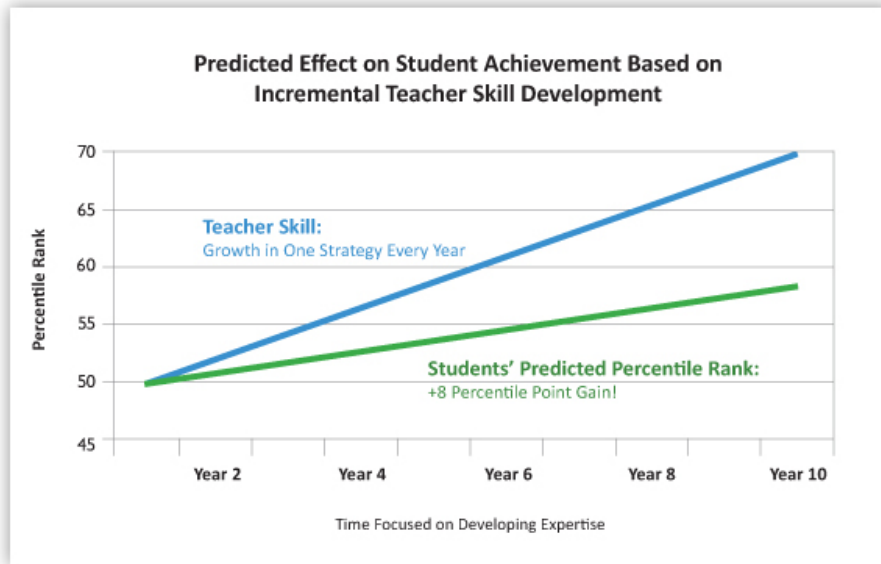
Marzano’s web-based learning and performance management system, **iObservation®** was very attractive to the founding team as well. **iObservation®** is the only official technology system approved by Dr. Marzano to digitize the teacher evaluation model (Marzano, August 15, 2011). We are aware that most good technology platforms can collect and report on data, but we wanted one that could to meet our school’s demands for greater accountability for results. The team especially like that the MTEM platform empowers teachers and leaders to respond to data in ways that develop professional growth that results that are beneficial to students. The electronic tools:

- establish a common language with the Marzano Teacher Evaluation Model
- send immediate observation feedback to teachers
- create a forum for continuing conversations with colleagues
- encourage the sharing of resources and co-development of tools
- focus teaching on small chunks of instruction to incrementally improve practice
- allow teachers to create growth plans and monitor their progress
- provide access to hundreds of professional development resources aligned to the MTEM
- broaden feedback sources for teacher with peers, coaches, and department chairs

MTEM develops teacher expertise – one strategy at a time

Realistically, we expect to have good teachers, who are still growing professionally. We also know that it will take some time for our teachers absorb all elements of effective teaching at once

and achieve mastery. However, we do expect TASCs teachers to grow every year in at least one or two of the professional growth strategies. The MTEM platform provides the tools that help teachers achieve focus for incremental professional growth to make a profound impact on student achievement gains. The following is a chart that shows the correlation between teacher growth and development and student predicted gains:



Source: *Effective Supervision: Supporting the Art and Science of Teaching* (2011), Marzano and Frontier, and *Striking the Right Balance: Leadership that Works* (2009), Marzano and Waters

The Marzano Summative Evaluation

The Marzano Teacher Evaluation Model provides a calculation system and set of tools that support evaluators in their effort to effectively evaluate teachers. By combining multiple sources of information about a teacher's practice, the principal can obtain a more comprehensive view of a teacher's ability, as well as focus areas for potential development. Having multiple data points also strengthens the validity of the information gathered to ensure accuracy and fairness.

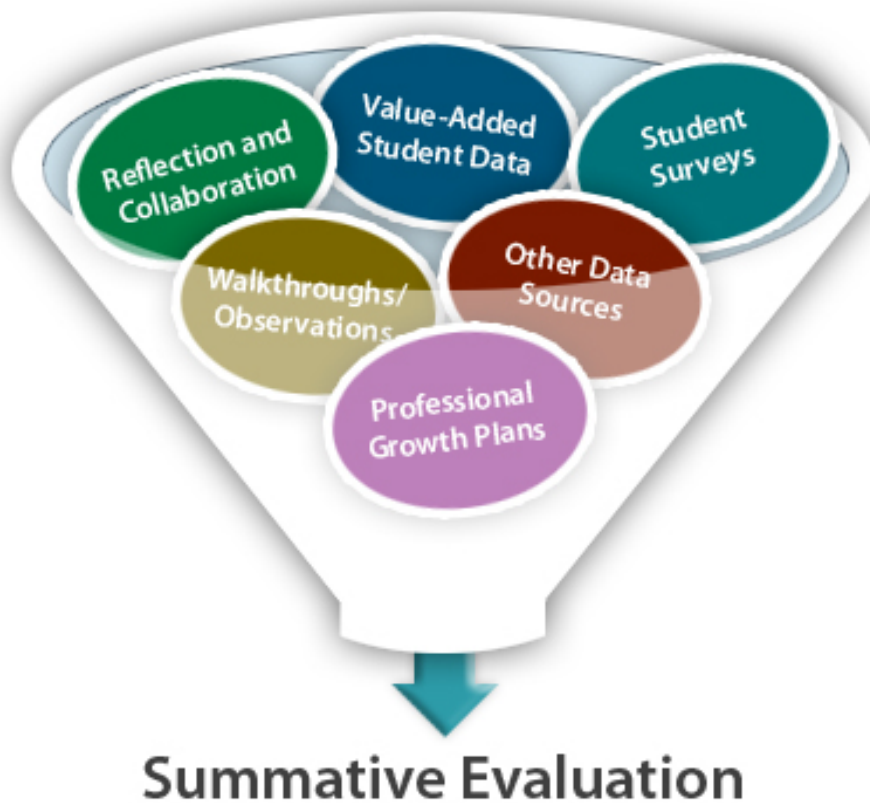
MTEM assigns weight

Marzano is the only teacher evaluation model to recommend a weighting system grounded in substantial research data. The founders understand that it is not always easy for school leaders to measure teacher effectiveness. We are keenly aware that evaluations, sometimes in the eyes of the evaluatee, appears to be subjective and even biased. With the MTEM, our principal can use the model as a guide and be confident that he/she is carrying out a highly valid, reliable, and defensible system that gets results and teachers can trust.

Calculating Final Instructional Scores

All Truth Academy classrooms is will be highly complex learning environments, which require the teachers to make a plethora of simultaneous decisions. Therefore, evaluating their

instructional performance must respect that complexity by taking into account teachers' overall performance as well as recognizing the incremental improvements achieved over time. The following figure shows the areas weighted in the Summative Evaluation of teachers:



Source: http://www.marzanoevaluation.com/evaluation/summative_teacher_evaluation/

Sources:

Marzano, R. (October 11, 2011). Celebrating Teaching through a Comprehensive Evaluation Model.

Marzano, R. (October 10, 2011). Dr. Marzano's Evaluation Model alignment to Arizona's Framework for Measuring Educator Effectiveness.

Marzano, R. (August 15, 2011). Technology Platform Supports Two NYSED-Approved Rubrics.

Marzano, R. (May 8, 2012). Education Reform & Student Achievement: Learning Sciences Marzano Center Announces National Marzano.

Marzano, R. (January 13, 2012). Marzano Causal Teacher Evaluation Model Recommended by Oklahoma Department of Education Marzano Causal Teacher Evaluation Model Recommended by Oklahoma Department of Education.

Marzano, R. (April 12, 2012). Learning Sciences Marzano Center Launches as School Leadership and Teacher Evaluation Resource.

<http://www.marzanoevaluation.com/news/#sthash.LGeEoWpM.dpuf>

Supplemental Leader Evaluation Tool (*Marzano School Leadership Evaluation Model*)

In the founding year (2017-2018) and four (4) successive school years, Truth Academy STEAM Charter School will utilize the Mississippi Principal Evaluation System (MPES), which is designed to fulfill federal requirements and conform to the *Mississippi Standards for School Leaders*, will be used to evaluate the school leader (Principal). However, in year six of school implementation, Truth Academy will supplement the MPES Evaluation Framework with the *Marzano School Leadership Evaluation Model* for evaluating the performance of the Executive Director and the Principal. The TASCs Board of Directors will evaluate the Executive Director and School Leader on an annual basis.

The Marzano School Leadership Evaluation Tool identifies 24 categories of school principal actions and behaviors that measure effectiveness or the lack thereof. Additionally, this evaluation tool allows for quarter school leader assessments where benchmarks for growth in specific areas can be designed to strengthen individual areas of growth within the leader. These 24 categories are organized into five domains: (1) a data-driven focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate (Marzano, 2012).

I: A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure the school as a unified whole, as well as individual teachers, have a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
- (2) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
- (3) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.
- (5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

II: Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure the school as a whole, as well as individual teachers, perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader provides a clear vision as to how instruction should be addressed in the school.
- (2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.
- (3) The school leader is aware of predominant instructional practices throughout the school.

- (4) The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- (5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

III: A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.
- (2) The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
- (3) The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

IV: Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching.
- (2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.
- (3) The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- (4) The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
- (5) The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

V: School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning. Six specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader is recognized as the leader of the school who continually improves his or her professional practice.
- (2) The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
- (3) The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
- (4) The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

- (5) The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
- (6) The school leader acknowledges the success of the whole school, as well as individuals within the school.

Sample Leader Evaluation Tool (Domain 1 Rubric):

1. Establishing Goals for Overall Student Achievement					
The school administrator ensures that clear and measureable goals are established regarding overall student achievement at the school level			<div>Notes</div> <div><div><div><div><div><div></div></div></div><div>Innovating (4)</div><div><div><div><div></div></div></div><div>Applying (3)</div><div><div><div><div></div></div></div><div>Developing (2)</div><div><div><div><div></div></div></div><div>Beginning (1)</div><div><div><div><div></div></div></div><div>Not Using (0)</div><div><div><div><div></div></div></div><div>Not Applicable</div></div></div></div></div></div></div></div></div>		
Indicators <div><div><input type="checkbox"/>Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</div><div><input type="checkbox"/>Written goals are established for eliminating differences in achievement for students at different socioeconomic levels</div><div><input type="checkbox"/>Written goals are established for eliminating differences in achievement for students of differing ethnicities</div><div><input type="checkbox"/>School-wide achievement goals are posted so that faculty and staff see them on a regular basis</div><div><input type="checkbox"/>School-wide achievement goals are discussed regularly at faculty and staff gatherings</div><div><input type="checkbox"/>When asked, faculty and staff can describe the school-wide achievement goals</div></div>					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing goals for overall student achievement	In addition to score 3 actions and behaviors, the school administrator refines achievement goals as achievement data accrues and clearly communicates these changes to faculty and staff.	The school administrator establishes written achievement goals at the school level and regularly refers to these goals and reminds faculty and staff of these goals.	The school administrator establishes written achievement goals at the school level.	The school administrator attempts to establish written achievement goals at the school level, but does not complete the task or does so partially.	The school administrator does not attempt to establish written achievement goals at the school level.

2. Establishing Goals for the Achievement of Individual Students					
The school administrator ensures that clear and measureable goals are established regarding the achievement of individual students within the school.			Notes		
			<div style="border: 1px solid black; padding: 5px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>		
Indicators <input type="checkbox"/> Written goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments <input type="checkbox"/> Written achievement goals are established for each student in terms of their knowledge gain <input type="checkbox"/> When asked, students are aware of their status on the achievement goals specific to them <input type="checkbox"/> Students keep data notebooks regarding their individual goals <input type="checkbox"/> When asked, parents are aware of their child's achievement goals.					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing goals for the achievement of individual students	In addition to score 3 actions and behaviors, the school administrator ensures that individual student goals are updated regularly.	The school administrator ensures that written achievement goals are established for each student and that faculty members are aware of the goals for those students within their realm of responsibility	The school administrator ensures that written achievement goals are established for each student.	The school administrator attempts to ensure that written achievement goals are established for each student, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that written achievement goals are established for each student.

Source: Administrator Domain 1(2)--A Data-Driven Focus on Student Achievement ©2011 Robert J. Marzano
Marzano Research Laboratory

3. Progress Monitoring for School Achievement Goals					
The school administrator ensures that data analysis and interpretation systems are in place to monitor progress toward school achievement goals.			Notes		
			<div style="border: 1px solid black; padding: 5px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div>		
Indicators <input type="checkbox"/> Report, graphs, and charts are available for overall student achievement <input type="checkbox"/> When asked, faculty and staff can describe the overall achievement of the school					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Progress monitoring for school achievement goals	In addition to score 3 actions and behaviors, the school administrator ensures that data are analyzed in a variety of ways to provide the most useful information.	The school administrator ensures that data are available for overall student achievement and that these data are regularly analyzed to determine student growth.	The school administrator ensures that data are available for overall student achievement	The school administrator attempts to ensure that data are available for overall student achievement, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that data are available for overall student achievement.

Source: Administrator Domain 1(3)--A Data-Driven Focus on Student Achievement ©2011 Robert J. Marzano
Marzano Research Laboratory

4. Progress Monitoring for Individual Student Achievement Goals					
The school administrator ensures that data analysis and interpretation systems are in place to monitor achievement goals for individual students.			Notes		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Indicators <input type="checkbox"/> Reports, charts, and graphs are available for individual students depicting their status and growth <input type="checkbox"/> When asked, individual students and their parents can describe their achievement status and growth					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Progress monitoring for individual student achievement goals	In addition to score 3 actions and behaviors, the school administrator ensures that data are analyzed in a variety of ways to provide the most useful information.	The school administrator ensures that achievement data are available for individual students and that these data are regularly analyzed to determine individual student growth.	The school administrator ensures that achievement data are available for individual students.	The school administrator attempts to ensure that achievement data are available for individual students, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that achievement data are available for individual students.

Source: Administrator Domain 1(4)--A Data-Driven Focus on Student Achievement ©2011 Robert J. Marzano
Marzano Research Laboratory

5. Interventions to Help Students Meet Individual Achievement Goals					
The school administrator ensures that appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.			Notes		
			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Indicators <input type="checkbox"/> After-school programs are in place. <input type="checkbox"/> Tutorial programs are in place. <input type="checkbox"/> The school schedule is designed so that students can receive academic help while in school. <input type="checkbox"/> Individual student completion of programs designed to enhance their academic achievement is monitored.					
Scale					
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Intervention s to help students meet individual achievement goals	In addition to score 3 actions and behaviors, the school administrator continually examines and expands the options for individual students to make adequate progress.	The school administrator ensures that programs and practices are in place for individual students who are not making adequate progress and that students are successfully completing those programs.	The school administrator ensures that programs and practices are in place for individual students who are not making adequate progress.	The school administrator attempts to ensure that programs and practices are in place for individual students who are not making adequate progress, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.

Source: Administrator Domain 1(5)--A Data-Driven Focus on Student Achievement ©2011 Robert J. Marzano
Marzano Research Laboratory

Jeffery Kilpatrick
Mayor
Patricia Johnson
City Clerk
Terry Tyler
Police Chief
Daniel Morris
City Attorney
Melvin Matthews
Water/Street Supervisor



City of Drew

130 West Shaw Avenue
Drew, Mississippi 38737

Phone (662) 745-8556 • Fax (662) 745-8731

City Council
Keisha Phillips
Ward One
Sylvester Cannon
Ward Two
Tara Coleman
Ward Three
Anwar Carter
Ward Four
Hazel Harris
At Large

May 3, 2016

RE: Letter of Support for Truth Academy Charter School

Dear Dr Graham:

As Mayor of the City of Drew, Mississippi, I am writing this letter of support for Truth Academy Charter School, K – 6 (STEAM) based charter school to be located in the City of Drew, Mississippi.

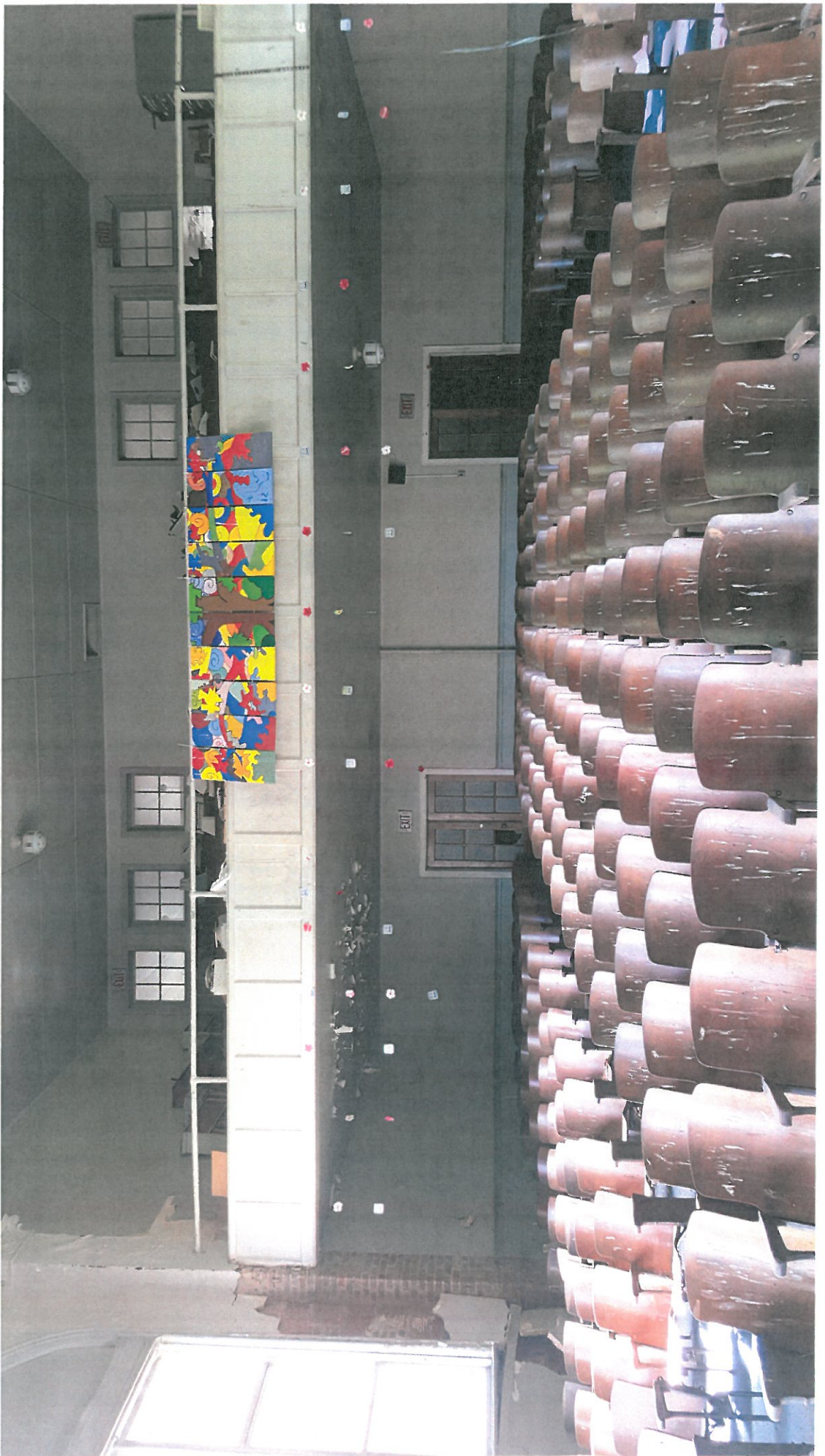
Truth Academy charter School will provide a different education process and improve academic performance of students presently attending low performing schools.

As Mayor of the City of Drew, I will insure that the City of Drew will be an active collaborative partner in helping Truth Academy Charter School produce a high-performing school that will produce future leaders in our community. As mayor of the City of Drew I have a vested interest in the educational and personal success of students in the Drew area. These are our future community leaders. Our City leaders are on stand-by to support your endeavors and provide whatever you need to make your school a success for our children and community.

Sincerely,

Jeffery Kilpatrick
Mayor of the City of Drew, MS





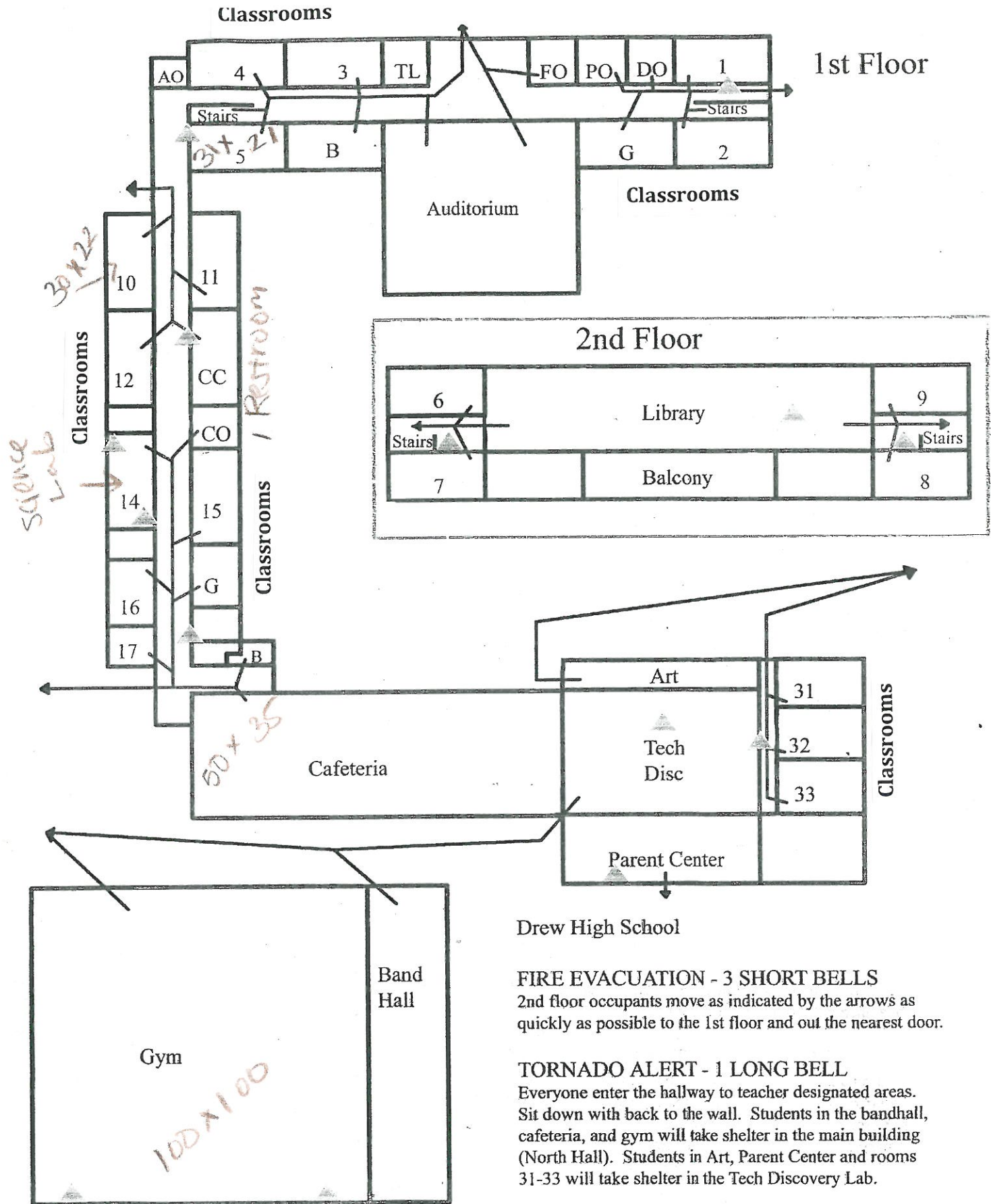












▲ Fire Extinguisher

**Truth Academy STEAM Charter School
Start-up Plan**

Activity	Task	Person Responsible	Timeline
MDOE/MS CAB Contract	Negotiate Charter School contract	Governing Board Executive Director	Fall, 2016
Sign Charter School Contract	Review/Sign Contract	Governing Board Executive Director	Fall, 2016
School Marketing	Electronic Media, Radio, Television	Governing Board Executive Director	Commencing September 25, 2016
Hire School Principal	Interview Candidates/ Hire Principal	Governing Board Executive Director	September, 2016
School Leader Training	Orient new principal to educational model and instructional expectations	Governing Board Executive Director	October, 2016 – June, 2017 Ongoing
Fundraising/ Start-up Funding	Review and/or modify fundraising plan & hire consultant	Governing Board Executive Director Consultant	October, 2016 – November, 2016 Ongoing
School Facility	Officially secure facility/Negotiate Contract	Governing Board Executive Director	September, 2016
Hire Teachers	Employ instructional staff	Governing Board Executive Director Principal	May 1, 2017 – June 30, 2017
School Equipment/Furniture	Order school equipment & furniture	Executive Director Principal	October 3, 2016 – May 26, 2017
School Supplies	Order school supplies and ancillary materials	Executive Director Principal	October 3, 2016 – June 30, 2017
Student Recruitment	Recruit students/ Intent to Enroll forms	Governing Board Executive Director Principal	October 3, 2016 – June 30, 2017
Professional Development	Orient teachers to educational model and instructional expectations	Principal Executive Director	July 17 – 28, 2017
School Open House	Community Engagement	Executive Director Principal Staff	October 11, 2017
School Registration	Fill remaining student enrollment slots	School Leadership Team	July 31 -August 4 2017
Start of School First day of class	2017–18 School Year	Executive Director Principal Staff	August 7, 2017

Truth Academy STEAM Charter School

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Dr. T.J. Graham
Contact Email:	tjgraham@bellsouth.net
Contact Phone:	(901) 517-8928
Year One:	2017-18
School Days:	180

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SEVEN tabs in GREEN.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Enrollment Tab

- Enrollment Section; Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section; Enter in cells D29 - M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
****PLEASE NOTE**** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 - R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1, 2 or 3.
Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of \$100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in \$100. If enrollment is 100 students then the total for that line will be \$10,000 in Year 1.
Option 2; Will generate a total based on a per staff basis. For example, if an estimation of \$1,000 per staff FTE is desired, select option 2 in column E for that particular line and in column F (shaded blue) enter in \$1,000. If the school's FTE count is 20 then the total for that line will be \$20,000 in Year 1.
Option 3; Will generate a total based on the school. For example, if the desired amount for that line is \$25,000 for the year, select option 2 in column E for that particular line and in column F (shaded orange) enter in \$25,000.
- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
**** PLEASE NOTE**** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Cash Flow Tab

- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during **YEAR 1** in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

ENROLLMENT and STUDENT POPULATION

[illegible]

Total Elementary Enrollment	120.00	160.00	200.00	240.00	240.00	240.00	240.00	240.00	240.00
Total Middle School Enrollment	20.00	40.00	60.00	80.00	120.00	120.00	120.00	120.00	120.00
Total High School Enrollment	-	-	-	-	-	-	-	-	-
Total Enrollment	140.00	200.00	260.00	320.00	360.00	360.00	360.00	360.00	360.00
Change in Net Enrollment from Prior Year	140.00	60.00	60.00	60.00	40.00	-	-	-	-

[illegible]

[illegible]

Truth Academy STEAM Charter School

REVENUE AND EXPENSE ASSUMPTIONS

Resource: Online at "Empower Mississippi" @ <http://empowerms.org/school-district-spending-per-student/>

Lines 22-26; Enter in the dollar amount the school anticipates receiving each year. These amounts will carry over to the 5 year budget. Details can be added on the 5 year budget tab under "Description of Assumptions" column.

**Truth Academy STEAM Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY						Description of Assumptions
Total Revenue	1,600,878	2,673,074	3,427,808	4,185,638	4,701,302	
Total Expenses	1,706,790	2,102,098	2,746,943	3,176,381	3,542,621	
Net Income	214,088	570,986	680,865	989,257	1,158,681	
Revenue Per Pupil	13,712	13,359	13,444	13,068	13,059	
Expenses Per Pupil	12,191	10,513	10,565	9,989	9,841	
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5		
2017-18	2018-19	2019-20	2020-21	2021-22		
REVENUE						
STATE REVENUES						
Mississippi Adequate Education Program (MAEP) Base	1,446,900	2,067,000	2,687,100	3,307,200	3,720,600	
Student Allocation	-	-	-	-	-	
Special Education	27,090	38,700	50,310	61,920	69,660	Based on 12.9% of Total Enrollment * \$1,500
Alternative Education	-	-	-	-	-	
Gifted Education	21,000	30,000	39,000	48,000	54,000	Based on Estimated 10% Total Enrollment *
Career and Technical Education	-	-	-	-	-	
Student Transportation	-	-	-	-	-	
Custom State Funding #1	-	-	-	-	-	
Custom State Funding #2	-	-	-	-	-	
TOTAL STATE REVENUES	\$ 1,494,990	\$ 2,135,700	\$ 2,776,410	\$ 3,417,120	\$ 3,844,260	
FEDERAL REVENUES						
Free Breakfast Reimbursement	-	-	-	-	-	
Reduced Breakfast Reimbursement	-	-	-	-	-	
Paid Breakfast Reimbursement	-	-	-	-	-	
Free Lunch Reimbursement	-	-	-	-	-	
Reduced Lunch Reimbursement	-	-	-	-	-	
Paid Lunch Reimbursement	-	-	-	-	-	
Snack Reimbursement	-	-	-	-	-	
Title I	-	-	-	-	-	Based on \$300 per child, depending on FRPLs.
Title II	-	-	-	-	-	
IDEA Funding	-	-	-	-	-	Based on \$200 - \$239 per eligible child
CSP	-	-	-	-	-	
Custom Federal Funding #1	-	-	-	-	-	
Custom Federal Funding #2	-	-	-	-	-	
Custom Federal Funding #3	-	-	-	-	-	
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	
LOCAL & OTHER REVENUES						
Contributions and Donations	50,000	52,500	55,125	57,881	60,775	
Fundraising (Net)	10,000	10,300	10,600	10,927	11,295	
Estate Reimbursement	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	176,400	252,000	327,600	403,200	451,600	
Text Book	49,000	70,000	91,000	112,000	126,000	
Before/After Care Program	60,480	72,576	87,091	104,509	125,411	
Private Contributions	10,000	10,000	10,000	10,000	10,000	
Income Donations	70,000	70,000	70,000	70,000	70,000	
TOTAL LOCAL & OTHER REVENUES	\$ 426,880	\$ 537,376	\$ 654,425	\$ 768,518	\$ 872,042	
TOTAL REVENUE	\$ 1,920,870	\$ 2,673,076	\$ 3,427,835	\$ 4,185,638	\$ 4,701,302	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	82,537	85,013	87,564	90,191	92,896	
Instructional Management	75,430	77,872	145,002	149,352	153,439	
Deans, Directors & Coordinators	-	-	65,000	66,950	68,959	
CEO / Director of Finance	-	-	-	-	76,000	
Operations / Business Manager	-	-	-	-	-	
Administrative Staff	32,000	32,960	59,527	61,313	63,152	
Other - Administrative	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 189,967	\$ 195,846	\$ 357,093	\$ 367,806	\$ 454,446	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	451,080	554,828	661,689	771,756	794,909	
Teachers - SPED	90,216	92,922	95,710	98,581	101,539	
Substitute Teachers	28,000	28,840	29,705	30,596	31,514	
Teaching Assistants	-	19,734	40,060	60,996	82,560	
Specialty Teachers	-	-	-	92,216	94,962	
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	47,761	49,194	50,670	
Other - Instructional	-	-	-	-	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 569,296	\$ 696,325	\$ 874,926	\$ 1,003,339	\$ 1,156,174	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	19,210	19,786	20,379	
Librarian	-	-	45,108	46,461	47,851	
Custodian	31,000	62,930	64,818	66,762	69,765	
Security	17,500	18,025	18,546	19,123	19,696	
Other - Non-Instructional	39,801	74,542	76,778	79,082	81,454	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 88,301	\$ 155,487	\$ 224,479	\$ 231,214	\$ 294,155	
TOTAL PERSONNEL EXPENSES	\$ 847,244	\$ 1,047,467	\$ 1,456,498	\$ 1,702,359	\$ 1,905,164	
PAYROLL TAXES AND BENEFITS						
Social Security	52,548	64,943	80,303	105,546	118,120	
Medicare	12,289	15,188	21,119	24,684	27,625	
State Unemployment	8,475	10,475	14,565	17,024	19,052	
Worker's Compensation Insurance	-	-	-	-	-	
Custom Other Tax #1	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	29,071	35,928	49,958	58,391	65,347	
Dental Insurance	13,866	14,665	20,391	23,831	26,672	
Vision Insurance	13,866	14,665	20,391	23,831	26,672	
Life Insurance	21,612	26,710	37,141	43,410	48,582	
Retirement Contribution	-	-	-	-	-	
Custom Fringe #1	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 147,332	\$ 182,524	\$ 233,868	\$ 296,721	\$ 332,679	
TOTAL PERSONNEL TAX & BENEFIT EXPENSES	\$ 994,576	\$ 1,230,041	\$ 1,710,366	\$ 1,999,080	\$ 2,237,843	
CONTRACTED SERVICES						
Accounting / Audit	1,500	1,500	1,500	1,500	1,500	
Legal	2,500	2,500	2,500	2,500	2,500	
Management Company Fee	-	-	-	-	-	
Nurse Services	1,500	1,575	1,654	1,736	1,823	
Food Service / School Lunch	176,400	252,000	327,600	403,200	451,600	
Payroll Services	12,000	12,000	12,000	12,000	12,000	
Special Ed Services	-	-	-	-	-	
Titlement Services (i.e., Title I)	-	-	-	-	-	
Custom Contracted Services #1	-	-	-	-	-	
Custom Contracted Services #2	-	-	-	-	-	
Custom Contracted Services #3	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	\$ 193,400	\$ 268,575	\$ 345,214	\$ 420,936	\$ 471,423	
SCHOOL OPERATIONS						
Board Expenses	5,000	5,000	5,000	5,000	5,000	
Classroom / Teaching Supplies & Materials	6,930	8,820	11,880	13,680	15,120	
Special Ed Supplies & Materials	33,460	47,800	62,140	76,480	86,040	
Textbooks / Workbooks	28,000	40,000	52,000	64,000	72,000	
Supplies & Materials other	8,500	8,500	8,500	8,500	8,500	
Equipment / Furniture	75,000	75,000	75,000	75,000	75,000	
Telephone	12,000	12,000	12,000	12,000	12,000	
Technology	14,000	20,000	26,000	32,000	36,000	
Student Testing & Assessment	10,000	10,000	10,000	10,000	10,000	
Field Trips	7,000	10,000	13,000	16,000	18,000	
Transportation (student)	84,000	120,000	156,000	192,000	216,000	
Student Services - other	22,400	32,000	41,600	51,200	57,600	
Office Expense	10,000	10,000	10,000	10,000	10,000	
Staff Development	5,000	5,000	5,000	5,000	5,000	
Staff Recruitment	500	500	500	500	500	
Student Recruitment / Marketing	2,500	2,500	2,500	2,500	2,500	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	9,625	12,250	16,500	19,000	21,000	
Fundraising	-	-	-	-	-	
Custom Operations #1	-	-	-	-	-	
Custom Operations #2	-	-	-	-	-	
Custom Operations #3	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	\$ 383,915	\$ 418,370	\$ 507,620	\$ 592,860	\$ 650,260	
FACILITY OPERATION & MAINTENANCE						
Insurance	25,000	25,000	25,000	25,000	25,000	
Janitorial Services	10,000	10,000	10,000	10,000	10,000	
Building and Land Rent / Lease	25,000	25,000	25,000	25,000	25,000	
Repairs & Maintenance	10,000	10,000	10,000	10,000	10,000	
Equipment / Furniture	50,000	50,000	50,000	50,000	50,000	
Security Services	2,000	2,000	2,000	2,000	2,000	
Utilities	40,000	40,000	40,000	40,000	40,000	
Custom Facilities Operations #1	-	-	-	-	-	
Custom Facilities Operations #2	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 162,000	\$ 162,000	\$ 162,000	\$ 162,000	\$ 162,000	
RESERVES / CONTINGENCY	21,704	21,704	21,704	21,704	21,704	
TOTAL EXPENSES	\$ 1,706,790	\$ 2,102,098	\$ 2,746,943	\$ 3,176,381	\$ 3,542,621	
NET OPERATING INCOME (before Depreciation)	\$ 214,088	\$ 570,986	\$ 680,892	\$ 989,257	\$ 1,158,681	
DEPRECIATION & AMORTIZATION	10,000	10,000	10,000	10,000	10,000	
NET OPERATING INCOME (including Depreciation)	\$ 204,088	\$ 560,986	\$ 670,892	\$ 979,257	\$ 1,148,681	

Truth Academy STEAM Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		Description of Assumptions
Total Revenue	1,920,870	
Total Expenses	1,706,790	
Net Income	214,080	
Revenue Per Pupil		
Expenses Per Pupil		
Start Up Period		
REVENUE		
STATE REVENUES		
Mississippi Adequate Education Program (MAEP) Base	1,446,900	Based on \$10,355 per student
Student Allocation		
Special Education	27,090	
Alternative Education		
Gifted Education	21,000	
Career and Technical Education		
Student Transportation	-	
Custom State Funding #1	-	
Custom State Funding #2	-	
Custom State Funding #3	-	
TOTAL STATE REVENUES	\$ 1,494,990	
FEDERAL REVENUES		
Free breakfast Reimbursement		
Reduced Breakfast Reimbursement		
Paid breakfast Reimbursement		
Free Lunch Reimbursement	-	
Reduced Lunch Reimbursement		
Paid Lunch Reimbursement		
Snack Reimbursement	-	
Title I	-	
Title II	-	
Title III	-	
BSA Funding	-	
CSP	-	
Custom Federal Funding #1	-	
Custom Federal Funding #2	-	
Custom Federal Funding #3	-	
TOTAL FEDERAL REVENUES	\$ -	
LOCAL & OTHER REVENUES		
Contributions and Donations	50,000	
Fundraising (Rev.)	10,000	
Estate Reimbursement		
Earnings on investments	-	
Interest Income		
Food Service (income from meals)	176,400	
Text Book	49,000	
Before Cans/After Care Program	60,480	
Private Contributions	10,000	
In-kind Donations	70,000	
TOTAL LOCAL & OTHER REVENUES	\$ 555,880	
TOTAL REVENUE	\$ 1,920,870	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	82,537	
Instructional Management	75,410	
Deans, Directors & Coordinators		
CFO / Director of Finance	-	
Operation / Business Manager		
Administrative Staff	32,000	
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 189,947	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	451,080	
Teachers - SPED	80,216	
Substitute Teachers	28,000	
Teaching Assistants		
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 569,296	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian		
Custodian	31,000	
Security	17,500	
Other - Non-Instructional	39,801	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 88,301	
TOTAL PERSONNEL EXPENSES	\$ 647,544	
PAYROLL TAXES AND BENEFITS		
Social Security	52,548	
Medicare	12,289	
State Unemployment	8,475	
Worker's Compensation Insurance		
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	29,071	
Dental Insurance	11,866	
Vision Insurance	11,866	
Life Insurance	21,612	
Retirement Contribution		
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 147,727	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 695,271	
CONTRACTED SERVICES		
Accounting / Audit	1,500	
Legal	2,500	
Management Company Fee		
Nurse Services	1,500	
Food Service / School Lunch	176,400	
Payroll Services	12,000	
Special Ed Services		
Titlement Services (i.e. Title I)	-	
Custom Contracted Services #1	-	
Custom Contracted Services #2	-	
Custom Contracted Services #3	-	
TOTAL CONTRACTED SERVICES	\$ 191,900	
SCHOOL OPERATIONS		
Board Expenses	5,000	
Classroom / Teaching Supplies & Materials	6,930	
Special Ed Supplies & Materials	33,460	
Textbooks / Workbooks	28,000	
Supplies & Materials other	8,500	
Equipment / Furniture	75,000	
Telephone	12,000	
Technology	14,000	
Student Testing & Assessment	10,000	
Field Trips	7,000	
Transportation (student)	84,000	
Student Services - other	22,400	
Office Expense	10,000	
Staff Development	5,000	
Staff Recruitment	500	
Student Recruitment / Marketing	2,500	
School Meals / Lunch	-	
Travel (Staff)	9,625	
Fundraising	-	
Custom Operations #1	-	
Custom Operations #2	-	
Custom Operations #3	-	
TOTAL SCHOOL OPERATIONS	\$ 333,915	
FACILITY OPERATION & MAINTENANCE		
Insurance	25,000	
Janitorial Services	10,000	
Building and Land Rent / Lease	25,000	
Repairs & Maintenance	10,000	
Equipment / Furniture	50,000	
Security Services	2,000	
Utilities	40,000	
Custom Facilities Operations #1		
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 162,000	
RESERVES / CONTINGENCY	21,704	
TOTAL EXPENSES	\$ 1,706,790	
NET OPERATING INCOME (before Depreciation)	\$ 214,080	
DEPRECIATION & AMORTIZATION	10,000	
NET OPERATING INCOME (including Depreciation)	\$ 204,080	

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIODCHECK vs. Budget
(Must Be Zero)

Description of Assumptions

BUDGET NARRATIVE

In keeping with the mission of Truth Academy STEAM Charter School to engage and prepare future-ready students through a rigorous standards- and arts-infused, STEM to STEAM-based education, the budget has been developed to allow the school to have adequate financial resources at its disposal to realize these goals. Truth Academy will operate on a July 1 through June 30 fiscal year, and maintain a balanced budget at all times. The budget is based on school enrollment and revenues. The budget will be submitted to the Truth Academy Board of Directors ninety (90) days prior to the incoming fiscal year, but in no event later than June 15, of the outgoing fiscal year.

Truth Academy STEAM Charter School's budget is a sound financial plan designed to achieve the core educational mission of the School Board. It is further designed to be responsive to the current economic conditions of the Sunflower County Consolidated School District. The proposed budget details Truth Academy's five-year financial plan to meet educational goals set by the Governing School Board. At its best, the budget reflects the values, goals, and aspirations of our students, teachers, leadership team, and the community at large. The following narrative provides an overview of project revenue and expenses.

Mississippi Senate Bill 2189 of 2013 mandates that charter schools receive funding equivalent to the per-student formula applied to public schools within the district of the charter school. According to the most recently published MDE Superintendent's Annual Report, the average expenditure per child in the Sunflower County Consolidated School District was \$10,355.43 per enrolled student. This source for this most recently published data can be found at <http://empowerms.org/school-district-spending-per-student/>. In addition to mandated state funding, Truth Academy STEAM Charter School will implement an aggressive fundraising, donor, and grant outreach strategy focused on supplementing its core educational services.

The budget detailed in Attachment 20 was developed with the goal of aligning our resource allocation with mission-based priorities. In constructing the budget we began by making conservative assumptions of revenue and allocating similarly conservative expenditure amounts to all of the activities outlined in this application. In order to ensure realistic projections, we reviewed the financial data of several similar charter schools. We then reviewed the budget to ensure that it effectively aligned our resources with the following priorities:

- a. putting students on the path to college by providing high-quality instruction
- b. effectively implementing the School's STEAM Model
- c. cultivating, engaging, and preparing future-ready students through a rigorous standards-based education that uses an arts integrated curriculum.

Our budget allocates sufficient funding to recruit a large pool of talented classroom teachers and supporting instructional staff, pay them salaries that are competitive with area charter and district schools and provide them with ongoing professional development. By providing for yearly salary increases of up to 5%, we give our experienced teachers added incentive to remain at TASCs for the long-term. Likewise, by providing for a Principal who will be dedicated entirely to curriculum and instruction, we ensure that our staff receives frequent, targeted feedback on their performance from a top talent individual.

Our STEAM-based curriculum is a critical lever that will enable us to provide the engaging, content-rich curriculum that our students need in order to be on a college trajectory. Because of this emphasis, we built in considerable funds (average \$333K per year) to ensure we have a complete and exemplary curriculum model. In addition, we have included significant funding for student travel (\$50/student) to fieldwork sites, and teacher travel (\$500/teacher) for yearly STEM to STEAM trainings, workshops and conferences.

Preoperational Period: During our preoperational period (October 2016 - July 2017) our primary source of revenue come from grants and contributions. We conservatively estimate that we will receive approximately \$125,000 in cash and inkind contributions for our preoperational period through June 2017. We plan to spend close to \$100,00 of these funds during our preoperational period. The other \$25,000 will carry over into our operational budget during the first half of our first operating year. We plan to raise an additional \$10,000 during pre-operations from private donors.

The TASC Board will be responsible for raising these funds, which will help to fund initial curriculum development. During our preoperational period, we will operate out of office space donated by a local business. We have budgeted for the Executive Director, the Principal, and the Office Manager (Secretary) to be paid 25% of their yearly salaries for their work during this time. We have also allocated funds to provide for professional development for the School Leadership Team and staff recruitment and hiring. Our planned surplus during this time will roll over to provide for cash and additional savings in our first year of operation.

Revenues: Our revenue projections are conservative (see table). In determining our projected revenue, we have assumed that we would have a minimum of 95% capacity each year, despite the high demand for our school already evident in the community. This allows for some student attrition due to factors beyond our control.

	Year 1	Year 2	Year 3	Year 4	Year 5
Full Enrollment	140	200	260	320	360
Potential Tuition	\$1,446,900.00	\$2,067,000.00	\$2,687,100.00	\$3,307,200.00	\$3,720,600.00
Our Tuition Projection	\$1,374,555.00	\$1,963,650.00	\$2,552,745.00	\$3,141,840.00	\$3,534,570.00
Difference	\$72,345.00	\$103,350.00	\$134,355.00	\$165,360.00	\$186,030.00

Our revenues for Title I grants (minimum \$300/child) are based on charter schools with similar populations to the one we anticipate having. Given our recruitment strategy and our sending district, we are assuming our population will be 100% Free Lunch (District; 100%, according to MCSAB) and that we will have approximately 12.9% of our population requiring special education (District: 12.2%).

Our projected revenues from individual, corporate and foundation donors are notably low in our first two years of operations, allowing our organization to develop a track record prior to pursuing significant donations. Fundraising projections are conservative and based on conversations with area foundations and nonprofits. This fundraising will help us to provide a robust instructional staff in our startup years, prior to our gaining economies of scale.

Major Expense Categories as a % of Total Revenue					
Expenditure Category	Year 1	Year 2	Year 3	Year 4	Year 5
Administration	13.13%	9.47%	13.29%	11.12%	12.22%
Instructional Personnel	39.35%	33.69%	32.56%	33.36%	31.07%
Contracted Services	13.40%	13.04%	12.85%	12.73%	12.67%
Student Services/School Operations	23.06%	20.33%	19.77%	19.07%	18.93%
Facilities	11.54%	8.35%	6.64%	5.60%	4.98%

Expenses: In keeping with our priority of providing for high-quality instruction and student support, we plan to spend over 60% of our annual revenues on Instructional and Other Student Services, while keeping the percentage of revenues spent on administration below 15% each year and keeping our facilities spending below 9% of total revenues after Year 1.

Administration: Our startup administration will be lean—salaries for this budget category are for the Executive Director, the Principal, and the Secretary (\$189,947). See Attachment 14 for details on staffing. In addition, we have planned for significant outlays in our early years for IT/Data Processing Infrastructure and Business Support from Accounting Management Solutions. Using a full-service payroll provider like Paychex® will ensure that both our payroll and HR systems and policies are based on best practices in the field, while allowing our administrative staff to focus on more mission-critical priorities. We plan to secure a line of credit on which we are able to draw to provide cash flows, especially in the final weeks of each quarter.

Instructional Services: The primary drivers of our expenses in this category are teacher salaries. Our average teacher salary (\$47K) is equivalent to what the sending district pays a third-year teacher with a Master's degree. In addition to the base salaries indicated, we have provided for a 3% yearly increase for all salaries. This increase reflects that a given position's salary will increase anywhere between 0% (new hire) and 5% (high-performing returning teacher) from the previous year. All contracts will be for one year only. Our on-staff STEM and Arts professionals will provide extensive professional development for elements of the STEAM school design, including curriculum, instruction, culture and management. We have allocated the bulk of our professional development funds to this effort.

Other Student Services: Our largest expense in this category is food services; we plan to contract with a food service provider at approximately \$7/student/day. While Federal and State Nutrition Reimbursements will offset some of these costs, we expect our nutrition program to operate at an approximate 20% loss. Salaries in this category reflect a part-time nurse (Year 3). We have also budgeted \$21,000 (\$150/student) for TASCs 's STEAM on Display, school-wide special events, which will showcase high quality student work and create a welcoming school culture based on technology and arts projects in our school. These resources will also allow for our students' best work to be produced and disseminated to local schools and within the

community. Also in this category, we have also budgeted for \$10/student to subsidize school uniforms.

Operation and Maintenance of Plant: We project to spend an average of \$180,000 on facilities over our first five years of operation. This projection takes into account the current real estate market in Drew and reflects our desire to keep facilities expenses below 10% of total revenues, allowing for greater resources to go toward the instructional program. We expect to lease space at \$3/sq. ft. Also, we have added an additional \$2/sq. ft. to the cost per square foot to cover amortized renovation costs, which will be completed by the landlord over the first 3 years of the lease. In total \$50,000 of renovations are budgeted over the first five (5) years of operation. Finally, we have budgeted \$21,704 in our first year; 22,247 in the second year; and \$22,803 in years 3-5 in reserves/contingency for renovations/improvements to cover unforeseen expenditures. These figures are based on discussions with local builders and architects and they will allow Truth Academy to complete minor renovations (prior to taking occupancy) to ensure ADA accessibility, and gradual renovations during each of the first two to three years to create additional classroom space as our enrollment increases. See Attachment 18 for details on Facilities.

Fixed Charges: Payroll taxes for employees participating in the Mississippi Teacher Retirement System (MTRS) will be 1.45% of salary, along with an additional 1% for unemployment. We have budgeted 6.2% FICA and 1.45% for Medicare for non-MTRS participants and an additional 1% for unemployment. In view of the fact that Truth Academy pays competitive salaries to attract highly qualified personnel, the school has elected to pay 50% of the premium for employee health plans, estimated at \$450/month (single) and \$1000/month (family). In keeping with our commitment to attract talented educators, we have also budgeted 50% of the premiums for dental estimated at \$50 (single) and \$75 (family); vision also estimated at \$50 (single) and \$75 (family); and \$250 per employee per year for life and short-term disability insurance. We assume approximately 60% participation in these plans.

Contingency Fund: We have reserved a contingency fund at 1.5% our first year and 2.5% of our total revenues in years 2-3. While we plan to maintain a minimum 2.5% contingency fund each year, the smaller percentage in our first year reflects the fact that there are substantial start-up costs in Year 1 that must be covered prior to reaching an optimal enrollment that can provide economies of scale.

Operating Surplus: We plan to generate a modest surplus in our first three years. These funds will be placed in a money market account and will provide us with additional liquidity, ensuring that we can meet our obligations in a timely manner. Other expenses are cash reserves allocated for future projects such as improvements to existing facilities and emergency expenditures.

SUMMARY

Budget Assumptions

A pro-forma line-item budget is shown in Attachment 20, dating from approval through the fifth (5th) year of operation. This budget projects that revenues based on enrollment will be sufficient to meet all anticipated expenditures and allow for all proposed School activities for the period in question.

Budget and Program Planning

The annual budget is evidence of the Board's commitment to the objectives of the instructional programs. The budget supports the immediate and long-range goals and established priorities within all areas, instructional, non-instructional and administrative programs. Prior to presentation of the proposed budget for adoption each year, the Executive Director, assisted by the Chief Financial Officer (in Year 5) shall prepare, for the Board's consideration, recommendations (with supporting documentation) which shall be designed to meet the needs of students within the limits of anticipated revenues.

Budget Implementation and Execution

Once adopted by the Board, the operating budget shall be administered by the Executive Director and the Chief Financial Officer. All actions in executing the programs and/or activities delineated in that budget are authorized according to these provisions:

1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the State of Mississippi and adopted Board policies.
2. Funds held for contingencies may not be expended without approval from the Board.
3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board approval each month.
4. Purchases shall be made according to the legal requirements of the State of Mississippi and adopted Board policy.

Budget Adjustments

Any person(s) proposing a budget amendment must provide written notice of the same to each board member at least seven (7) days in advance of the meeting at which such budget amendment will be proposed. Prior to the final vote on a budget amendment proposal, notice shall be posted and published once in the manner prescribed by Mississippi law. The meeting to adopt a budget amendment shall be open and shall provide opportunity for any taxpayer to appear and be heard. Budget procedures shall be consistent with statutory requirements. With timely notice of a public meeting, Board of Directors, by sixty percent (60%) of the Board membership, may declare by resolution that a budget amendment is necessary to reflect the availability of funds and the requirements of Truth Academy STEAM Charter School.

ADA Accounting

Current procedures employed by the Sunflower County Consolidated School District in concert with attendance results reported to the Mississippi Department of Education are used to account for Average Daily Attendance (ADA) – i.e. use of attendance cards, requests for absence notes, completed registers, and statistical reports.

Department of the Treasury
Internal Revenue Service

CINCINNATI OH 45999-0038

In reply refer to: 0248344558
Apr. 06, 2016 LTR 4168C 0
47-1471416 000000 00
00019011
BODC: TE

SHADES OF ELEGANCE
% DONNA KNIGHT
50 COUNTY RD 420 A
RIPLEY MS 38663

53013

Employer ID Number: 47-1471416
Form 990 required: YES

Dear Taxpayer:

This is in response to your request dated Mar. 28, 2016, regarding your tax-exempt status.

We issued you a determination letter in July 2015, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).



DELBERT HOSEMANN
Secretary of State

This is not an official certificate of good standing.

Name History

Name

Shades of Elegance

Name Type

Legal

Business Information

Business Type: Non Profit Corporation

Business ID: 1041109

Status: Good Standing

Effective Date: 05/07/2014

State of Incorporation: Mississippi

Principal Office Address: NO PRINCIPAL OFFICE ADDRESS FOUND

Registered Agent

Name

Knight, Donna E
227 Forbes Cv
Byram, MS 39272

Officers & Directors

Name

Title

Donna E Knight
227 Forbes Cv
Byram, MS 39272

Incorporator

3359456A



DELBERT HOSEMANN
Secretary of State

Business ID: 1041109
Date Filed: 05/07/2014 08:00 AM
C. Delbert Hosemann, Jr.
Secretary of State

Articles of Incorporation

11 F0001

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P O BOX 136, JACKSON, MS 39205-0136 (601)359-1633

1. Type of corporation: ☐ profit ☒ nonprofit Email: dedgeston@hotmail.com

2. Name of the corporation:

Shades of Elegance

3. The future effective date is
(complete if applicable)

4. **FOR NONPROFITS ONLY:** The period of duration is years or ☒ perpetual

The initial planned nonprofit activity

Scholarship Pageant

5. **FOR PROFITS ONLY:** The number (and classes) if any of shares the corporation is authorized to issue is/are as follows:

Classes	Number of shares authorized	If more than (1) class of shares is authorized, the references, limitations and rights of each class are as follows:
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	

FOR ALL:

6. Name and street address of the Registered Agent and office:

Name: Donna E. Knight

Physical address: 227 Forbes Cv

P.O. Box (if one):

City, State, Zip: Byram, MS 39272

Please make the \$50 check for the filing fee payable to the MISSISSIPPI SECRETARY OF STATE. Mail the completed form with payment to SECRETARY OF STATE, PO BOX 136, Jackson, MS 39205-0136. For assistance contact a customer service representative at (601) 359-1633 or visit our website at www.sos.ms.gov for forms and instructions.

3359456 A

Page 2 of 2



DELBERT HOSEMAN
Secretary of State

11 F0001

Articles of Incorporation

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P O BOX 1020, JACKSON, MS 39215-1020 (601)359-1633

7. The name and complete address of each incorporator:

Name:	Donna E. Knight
Street:	227 Forbes CV
City, State, Zip:	Byram, MS 39212
Name:	
Street:	
City, State, Zip:	
Name:	
Street:	
City, State, Zip:	

8. Other provisions: ☐ see attached

9. Incorporators' signatures (please keep writing within blocks):

Donna E. Knight	Donna E. Knight

Please make the \$50 check for the filing fee payable to the MISSISSIPPI SECRETARY OF STATE. Mail the completed form with payment to SECRETARY OF STATE, PO BOX 136, Jackson, MS 39205-0136. For assistance contact a customer service representative at (601) 359-1633 or visit our website at www.sos.ms.gov for forms and instructions.